REPORT RESUMES

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AUDIO-LINGUAL SELF-INSTRUCTION IN RUSSIAN. EARLHAM COLLEGE SELF-INSTRUCTION PROJECT, A REPORT OF DEVELOPMENTAL RESEARCH.

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AN AUDIOLINGUAL, SELF-INSTRUCTIONAL COURSE IN RUSSIAN, AS DESCRIBED HERE, CAN SERVE TO COORDINATE THE COMPLEX INTERACTION BETWEEN STUDENT, TEACHER, AND WORKBOOK. THE USE OF A PROGRAMED WORKBOOK AND TAPED MATERIALS IS DISCUSSED IN PART I, GIVING CONSIDERATION TO SUCH FACTORS AS COURSE PROCEDURES, CONVERSATION TAPES, PRONUNCIATION, AND READING. THE DIFFICULTY OF DEVELOPING AN AUTO-INSTRUCTIONAL COURSE BECAUSE INDIVIDUAL PACE VARIES IS REFLECTED IN PART II WHERE SAMPLE PRETESTS, POST-TESTS, AND SETS OF SCORES ARE GIVEN. THE FINAL SECTION CONSISTS OF A 100-PAGE NOTEBOOK WHICH WAS USED TO DEVELOP THE COMPREHENSION, SPEAKING, AND WRITING OF 438 RUSSIAN WORDS BY PRESENTING THE TARGET VOCABULARY IN RUSSIAN PRINT, ITALIC, MANUSCRIPT, AND THE ENGLISH EQUIVALENT. (SS)

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Earlham College Self-Instruction Project

A report of developmental research.

AUDIO-LINGUAL SELF-INSTRUCTION IN RUSSIAN

M. Keith Myers

January, 1962

FL 000 525

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The materials and equipment described herein were developed during the last two and a half years as part of a project supported by a grant from the New Educational Media Branch of the U.S. Office of Education. The programmer is a linguist who has had extensive experience teaching Russian; no native informant has been available up to the present. The materials reflect a linguistic point of view, modified by extensive experience with data returned in trials with students during three separate school years. Some of the materials have been revised many times, others are new this year, and extensive programmed sequences used previously have been discarded.

The coordinator of the project feels that something has been accomplished that will be of interest and value to others. Further inquiries from qualified research personnel will be answered.

M. Daniel Smith
Coordinator of
Self-Instruction

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Contents (continued)

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Data.

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I

General Description

Introductory Material:

A programmed workbook was used to introduce students to Russian. This workbook was cast in a grouped, four-line format. It used four hundred thirty-eight Russian words presented in four forms: normal printed Russian, Russian italic, Russian manuscript, and the English equivalent. Through the use of this workbook in conjunction with taped materials the student learned to do the following: (a) comprehend the Russian words when heard, (b) recognize these same words in normal printed Russian, (c) pronounce the words using both audio and textual stimuli, (d) recognize the words when presented in Russian italic, (e) recognize them when they appeared in Russian manuscript, and (f) write the words in Russian manuscript from dictation. Of these types of behavior, (a) and (b) were tested by requiring translation into English; (c) was evaluated on the basis of a tape prepared by the student after he had brought himself near a predetermined criterion on his own (feed-back was provided by means of a correction tape recorded by the professor); (d) and (e) could be self-tested through translation, and (f) was evaluated by the written response to dictation. The English equivalents printed in the workbook could serve as a confirming response if the student moved the grid upward so that the English word was revealed; similarities between Russian and English cued correct responses to Russian textual or audio stimuli.

These self-instructional materials were used in a special self-instruction center with unique equipment designed for their presentation. This equipment was designed to make possible the complex interaction between student, professor, and workbook which is described in following sections of this report. Students did their course work in the self-instruction center where this equipment was set up; although classes were held during the early part of the course, some in a conventional language laboratory, the course was entirely self-instructional during the last six weeks of the ten-week term (this term was the first of three terms during the school year; students take three courses each term).

Students were required to exceed a predetermined score on progress-tests designed to cover each learning step in the workbook; thus achievement was more a matter of time than of degree of mastery. Results indicated that achievement was consistently high and that individual paces differed markedly. The progress-tests over the first few subsections of the workbook returned data indicating group means of above ninety-five per cent, although the criterion level was not set that high.

Classwork during the first part of the term was mainly conversational in nature, English being used only for instructions as to procedure (classwork did not affect the initial progress-test results mentioned above.) Once classes were discontinued, each student proceeded at his own pace, and conversational material was learned through self-instructional processes.

In addition to the conversation tapes, there were also materials related to formal pronunciation training and reading materials taken from a published text but recast in four-line format and accompanied by tapes.

Procedural Details - Introductory Material

In Step One of the introductory workbook, the student learned to recognize the spoken and printed forms of the Russian words. He did this by using the workbook and tape in conjunction; the criterion behavior was translation from Russian to English. However, since the program is made up of loan-words and cognates, translation was not the primary objective but rather was involved with the means. The program used the spoken Russian form, often similar to the equivalent English word, as a cue to the pronunciation of the printed Russian word, and proceeded from the familiar to the unfamiliar in a gradual way which surprised some students by its simplicity. Any exceptional, non-representative situations learned in this process seem to be justified by the results obtained; care is taken later in the course to rectify any possible incorrect conclusions.

The equipment used to present the audio part of the program allows the student to repeat words or groups of words with great ease; one lever accomplishes both start and rewind, and forward motion is automatically reestablished after rewind. The resources of this equipment are more fully described under "Step Two," and later under "Conversations."

During Step One progress tests, given after every other unit of the workbook, made it necessary for the student to master small portions of the materials before continuing; we feel that this mastery of limited materials is preferable to allowing students to cover large amounts without evaluation. Results from these tests show that all students learned to translate from both audio and textual stimulus. They also indicate a large spread in time needed for preparation. Pre-test data show that a few students had studied Russian before.

In Step Two of the introductory program, the students were required to record their pronunciation of the words which they had learned to translate in Step One. As criterion behavior, the student used the printed Russian as stimulus and recorded his pronunciation on a blank tape provided for this purpose. To practice, he used the blank tape for recordings of his own voice, with the master tape version serving to confirm his trial. His own recording could be followed immediately by a rerecording of the corresponding part of the master tape, thus allowing him on playback to make a more objective comparison of his own pronunciation with that of the model, or it could be an uninterrupted series of recordings (interrupted in actual practice recording, however, by the confirming but non-rerecorded master tape playback). When the student reached what he considered mastery of the pronunciation, he recorded his final product and the professor evaluated it; after this the professor rerecorded the student's mistakes, preceding and following each with a correct version and usually adding comments designed to assist the student in correcting himself. The student then practiced further, and finally recorded a test-tape; if this was satisfactory, he went on to Step Three.

Some difficulty was encountered by two students who skipped Step Two and proceeded to the next step. On the other hand, one girl who had had no previous Russian had only a three per cent error rate on her first pronunciation tape in Step Two (438 items). Experience with the program indicated that it would be advisable in the future to break Step Two into shorter sections for more immediate feed-back from the professor.

One additional aspect of Step Two involved the requirement that the student spell certain of the test words as well as pronounce them (these words were selected so that the entire alphabet was used); thus the students learned the names of the letters of the alphabet.

In Step Three students repeated the behavior in Step Two, but using the printed English version as a stimulus; they were also required to spell the Russian, thus demonstrating an ability to spell correctly (this spelling behavior did not prove to be too great a task for most students since the sounds of the particular words aided in analyzing them into their component letters, and thus prompted the correct spelling).

A part of the final step in the introductory program, carried on along with the procedures already described, consisted of tracing the Russian manuscript found on the fourth line of the program text, and spelling the words out loud while so doing. In this way, the student practiced Russian manuscript for the dictation which was given as the final progress test in the program.

Conversation Tapes

Students carried on work in conversational Russian at the same time they were covering Steps Two through Six of the introductory program. Conversation tapes were accompanied by a printed text in four-line format; this printed material gives a phonetic re-spelling (as a guide to pronunciation), the normal Russian spelling, a literal translation, and a translation of idioms into acceptable English (including words omitted in Russian). Translations of individual words or phrases are dropped after five or ten occurrences; this "drop-out" is signalled by a superscript number one, indicating that the translation will appear only once more, or by a zero, indicating its last appearance. Footnotes provide alternative words and phrases. Words for which the translation has been "dropped out" appear on the page opposite the last appearance of their translation, accompanied in most cases by a reference to a high frequency Russian word declined or conjugated in an identical manner.

The tape version presents the dialogue with cues to mark the end of one person's speech and the beginning of the second person's response, so that the machine can be stopped easily between them. Alternative responses are also recorded, e.g., "good morning" for "good afternoon." By a series of self-paced learning procedures each student learned to participate actively in the conversation and to change constructions to suit different occasions; he presented his final product in the form of a tape which had his version of first one part in the dialogue, then the other, the professor's voice being rerecorded in each case to provide the other person. Feedback came by way of a correction tape similar to the one described earlier in connection with Step Two of the introductory materials.

In order to make clear the complex interaction between student, professor, and equipment, the following detailed description of the procedure used by one student is presented (this is probably representative, although different students emphasized one or another aspect as they found it necessary.)

The student picks up both a conversation tape and a blank practice tape from the secretary in the adjacent office. The conversation tape is put on the "master program" tape deck, and the blank practice tape is put on the "student recording" tape deck. The conversation tape has a two-person dialogue with both parts played by the professor. The student listens through the conversation, looking at the text materials to get a general idea of what is being said (students also find it helpful to spend some time prior to this studying the materials in the text alone in order to have a preliminary knowledge of the vocabulary and the nature of the conversation.) After listening to the conversation and learning it to the point where it is intelligible without the text, the student then begins to learn to take an active part in the conversation. He rerecords (onto the student tape) the voice of the professor giving the first speech by the first person in the dialogue. Then he stops the machine and, using the text as a prompt when necessary, records his response as the second person. This is done for the five or more consecutive exchanges in the simple dialogue. The student can go back and listen to the recording on the student tape, which now has a rerecording of the master tape version of the first person and a recording of his own responses as the second person. It often happens, however, that the student is already aware of mistakes he has made and therefore tries again without playback. It seems that this is not a wasteful process, because the fact that the student is recording creates an imaginary audience, which makes the process more realistic than if the student were not recording his response. In later steps, however, the ability to check his own response in juxtaposition with the master stimulus, and also the master version of the response, seems to become more important. When the student feels that he has made some progress in responding as the second person, in that he is able to do so without using the text as a cue and with what seems to him acceptable pronunciation, he varies the procedure. This time he records the part of the first person and rerecords the master tape version of the second person. By the time he has completed this step, he has nearly memorized the entire conversation, and the need for the text as a prompt has decreased considerably. He then records his performance, repeating both persons from memory, and submits his tape for evaluation and correction by the professor.

Formal Pronunciation

Another aspect of the course dealt with learning problems related to Russian pronunciation in general. In one sequence the student was given a printed page having to do with the pronunciation of Russian vowel sounds. On this page the phonetic respelling (or transcription) of a Russian vowel sound was presented on the first line, the phonetic respelling of a Russian word exemplifying this vowel sound was given on line two, and on the third a line-drawing or number was presented - this served as a stimulus for either the Russian word or the vowel sound in question. On the fourth line the English equivalent was presented to insure correct interpretation of the line drawings. The students thus had a set of key-words which were used subsequently by the professor to aid in the correction of mistakes in pronunciation. In the pre-self-instruction phase of the course the students were given this page to study and then were given a practice test in which they were required to print the Russian vowel symbol when they heard the Russian key-word pronounced; after this they were required to make a line-drawing or write a number on hearing the vowel sound alone. On the practice test the mean error percentage was twenty two per cent; on a final test two days later the mean error percentage was seven per cent. A similar procedure (adapted to "self-instruction") was used for diphthongs and consonants and was tested as part of the final examination. Spelling rules, programmed in "linear" fashion for previous versions of this course, may be revised and introduced later in the year.

Reading

Reading materials, consisting of a four-line adaptation of lessons one through nine of Basic Russian by Domar, also made up a part of the course.

The first lesson was treated in class and conventional laboratory before classes stopped; after that, although the materials were made available as soon as they were produced, no further assignments were made until most of the class had finished the workbook and could write in Russian. Then the class was given an assignment over the first nine chapters, to be tested by dictation on the final examination.

This dictation consisted of Russian sentences composed of "drop-out" words from lessons one through nine. The dictation was then translated by the student from his own Russian manuscript. On this, as on all other sections of the final examination, if the student did not reach criterion, he will be required to retest early in the second term.

General Considerations

The various aspects of the course described above were carried on simultaneously. After the first three weeks of the term, the course was devoted entirely to self-instruction, and the students used the special equipment in the self-instruction center. Certain materials, scheduled for use by the majority of students in the second term, were reached by one student in the first term. These include an adaptation of Readings in Russian History by Leon Stilman (with four-line format and "drop-out" procedures similar to those described previously in connection with the conversation materials), and a sequence on life in the Soviet Union coordinating slides, text, and questions concerning the text. They also include a presentation of the original text of Lermontov's Taman', with accompanying tapes; this has a three-line format, the phonetic respelling having been omitted. Also, during the second and third terms, Part II of Basic Russian by Rebecca Domar will be used to introduce a systematic study of Russian grammar.

While problems arose due to the fact that each student proceeded at his own pace, it is felt that the high standards which each was required to meet on each section of the course made up for these. All students but one covered the material successfully, although in different amounts of time; grades were given on the basis of material covered relative to the deadlines set, as well as for relative achievement. Three students in the class advanced to the point where they stood out from the rest; when the material from Domar was assigned (as described above), they had completed all other work and thus were able to concentrate on the Domar. The most advanced of these three had not had formal instruction previous to this course, although he scored well on pre-tests; this student also covered all the reading and the final examination on Taman', completed the written and oral work over Stilman's "Readings in Russian History". He has been advanced to a literature course.

II. Pre-tests and Post-tests.

Identical tests were given at the beginning and end of the course; samples of these tests (with correct responses typed in) are given here as they were collected. Complete sets of scores are given after each of the first four tests, and a complete data sheet is given at the end.

NAME ______________________________

Part A. Write the English equivalents of the Russian words you hear.

1. (focus)

2. (poet)

3. (hurrah!)

4. (minus)

5. (attaché)

6. (April)

7. (Lenin)

8. (formulas)

9. (balloon)

10. (Mark Twain)

11. (lady)

12. (radar)

13. (Chicago)

14. (golf)

15. (goulash)

16. (gram)

Scores for Test A

Possible 16 points

Pre-Test		Post-test
14	Allan	16
10	Bonifer	16
8	Conlon	16
13	Cooper	16
13	Dolan	16
7	Goldstein	16
3	Hopps	16
10	Hopps	16
10	Lissitz	16
5	Lloyd	16
8	Locker	16
16	Morris	16
10	Mueller	16
9	Shair	16
5	Smith	16
7	Stevenson	16

NAME ______________________________

Part B. Write English equivalents of Russian words.

Example:	мат	mat
1.	ка́ктус	(cactus)
2.	фут	(foot)
3.	такт	(tact)
4.	Ира́н	(Iran)
5.	Кремль	(Kremlin)
6.	макаро́ны	(macaroni)
7.	купле́т	(couplet)
8.	салю́т	(salute)
9.	адмира́л	(admiral)
10.	барк	(bark)
11.	банки́р	(banker)
12.	диско́нт	(discount)
13.	я́нки	(Yankee)
14.	субъе́кт	(subject)
15.	та́нго	(tango)
16.	Чингис-Ха́н	(Genghis Khan)

Scores - Test B

Pre-test		Post-test
15	Allan	15
0	Bonifer	16
0	Conlon	16
12	Cooper	15
16	Dolan	16
15	Goldstein	16
2	Hopps	16
1	Hopps	16
0	Lissitz	16
0	Lloyd	16
4	Locker	15
0	Morris	16
8	Mueller	16
9	Shair	16
1	Smith	16
0	Stevenson	16

Part C. Give your name and then read aloud the following Russian words; identify by number.

1. балда́
2. како́й
3. ждут
4. хром
5. сёмгу
6. э́ти
7. пунш
8. брать
9. францу́зы
10. спуща́л
11. пра́вы
12. мне
13. адъю́нкт
14. мят
15. анчо́ус

Grades for Post Test Part C

Possible 72 points

Pre-test Scores - Sept. 25 1961		Post-test Scores	Date
70	Dolan	71	10/16/61
65	Cooper	68	10/28/61
66	Goldstein	71	11/3/61
0	Bonifer	71	11/20/61
0	Morris	71	11/20/61
0	Mueller	71	11/20/61
0	Lissitz	70 1/2	11/21/61
3	Stevenson	70 1/2	11/21/61
0	Conlon	72	11/21/61
66	Allan	71	11/22/61
0	Smith	69 1/2	12/4/61
0	Lloyd	70	12/4/61
0	Hopps, David	70	12/5/61
67	Shair	71 1/2	12/5/61
21	Locker	68 1/2	12/7/61
0	Hopps, Susan	66 1/2	12/8/61

NAME ______________________________

Part D. **Write the Russian manuscript equivalents of the printed Russian words.**

Example: кок (кок)

1. Хрущёв (Хрущёв)

2. туда (туда)

3. въезжай (въезжай)

4. шлюп (шлюп)

5. ждут (ждут)

6. тягу (тягу)

7. затем (затем)

8. царил (царил)

9. сталь (сталь)

10. матч (матч)

11. страшный (страшный)

12. зубы (зубы)

13. мок (мок)

14. фату (фату)

15. эту (эту)

16. глупыш (глупыш)

NAME ______________________

Part E. Write in Russian the Russian words you hear, using manuscript. Do not print.

1. (инструмент)
2. (царь)
3. (фуникулёр)
4. (инстинкт)
5. (адъютант)
6. (мушкет)
7. (роль)
8. (штамп)
9. (дуэль)
10. (яхты)
11. (браслет)
12. (табу)
13. (иммигрант)
14. (Уругвай)
15. (Глазго)
16. (Чили)
17. (тумак)
18. (вам)
19. (там)
20. (щуку)
21. (врач)
22. (жмут)
23. (шубу)
24. (кто)
25. (был)

Complete Data, Pre- and Post-Tests

Test	Pre-test Mean and S.D.		Post-test Mean and S.D.		
A	9.25	*	16	*	(16 possible)
B	5.6	*	16	*	(16 possible)
C	22.4	*	70.2	*	(72 possible)
D	31.5	33	88	2.6	(90 possible)
E	12.5	20	46	2.3	(50 possible)

* S.D.'s for A, B, and C are omitted since the complete distribution is given on previous data sheets.

Note: Most of the words used in D and E are ones which do not appear during the course.

Section III

Introductory Workbook

The material described in this section was programmed during the summer of 1961, and required the subsequent revision or discarding of certain sequences used in previous years.

INTRODUCTION TO THE RUSSIAN ALPHABET

by

Association Through Phonetic Cognates

This program is presented in a four line form structured as follows:

Line 1. English equivalent of Russian word
2. Word in printed Russian
3. Word in italic Russian
4. Word in manuscript Russian

These line numbers will be referred to as grid-lines in the instructions below.

Step 1. On page one set grid on grid-line (2). Look at the Russian letter being introduced. The letter is shown first in capital then in small case. On the same grid-line, to the right, you will find the approximate English equivalent letter. At the outset, you will be given four letters. After that only one letter at a time is introduced. After having learned the approximate English equivalents of the Russian letters introduced, go ahead with your first cognate. Give the English equivalent of the Russian word you see on grid-line (2). (If working with a tape and unable to provide the English equivalent when looking at the Russian word, listen to the pronunciation and try again.) In giving your answer, take the following into consideration:

a) The list does not include any verbs.

b) There are proper nouns as well as common nouns.

c) Do not pay attention to the stress mark in giving the English equivalent. The English word might be stressed on a different syllable.

The correct answer is on grid-line (1). Simply move your grid up one grid space, to check and confirm your answer. The printed Russian words are consecutively numbered. Go through the entire program in the manner described above.

Test I - This is a test in which you will write down the English equivalents of cognates given to you in printed Russian.

Step 2. On page one set grid on grid-line (2). Look at the letter being introduced. Give the name of the letter. If working with a tape, listen to the name of the letter.and repeat until satisfied with your pronunciation. Do the same with each cognate as you come to it, this time paying close attention to stress. Go through the entire program in this manner.

Test II - If working with tape and teacher, record the letters and cognates for a final check by the teacher.

Step 3. Now place grid on grid-line (1). Go through the entire program by pronouncing the Russian equivalent of the English word you see on grid-line (1).

Step 4. Place grid on grid-line (3). Read the name of letter or cognate in Russian. Note the differences in orthography between italic and printed Russian. If you have difficulty refer to grid-line (2), the printed version (or listen to the tape.)

Step 5. Place grid on grid-line (4). Read Russian manuscript, checking with grid-line (3) (or with tape).

Step 6. Place grid on grid-line (2). Write manuscript Russian equivalent of the printed word. If this step proves too difficult, place grid on grid-line (3) and try again. Note the following when doing this:

a) The relative size of capitals and small case letters.
b) That «л», «м» and «я» always begin with a hook no matter where they happen to be in a word.
c) That «ц» and «щ» have very short tails.
d) That «ш» is written with three equal strokes.
e) That the only small case letters higher than others are «б» and «в».

Refer to alphabet at the end of the program in case you are in doubt about how to write any given letter.

Test III - Dictation by tape or teacher.

Unit I « э, м, а, т, к, ф, о, у, с, н, п, р »

Letter	Name	Approximate English Equivalent
« Э э »	« э »	"e" in "Emma"
« Э э »	« э »	
« Э э »	« э »	
« М м »	« эм »	"m" in "mock"
« М м »	« эм »	
« М м »	« эм »	
« А а »	« а »	"a" in "father"
« А а »	« а »	
« А а »	« а »	
« Т т »	« тэ »	"t" in "lot"
« Т т »	« тэ »	
« Т т »	« тэ »	

mat
1. мат
мат
мат

tomtom
2. тамта́м
тамтам
тамтам

Letter	Name	Approximate English Equivalent
« К к »	« ка »	"ck" in "docked"
« К к »	« ка »	
« К к »	« ка »	

tact
3. такт
такт
такт

act
4. акт
акт
акт

macaque (monkey)
5. мака́к
макак
макак

« Ф ф » « эф » "f" in "father"
«Ф ф» «эф»
«Ф ф» «эф»

fact
6. ф а к т
факт
факт

taffeta
7. т а ф т á
тафта
тафта

« О о » « о » "o" in "fort"
«О о» «о»
«О о» «о»

photo
8. ф ó т о
фото
фото

cocoa
9. к а к á о
какао
какао

« У у » « у » "oo" in "food" or "u" in "rule"
«У у» «у»
«У у» «у»

foot
10. ф у т
фут
фут

« С с » « эс » "s" in "loose"
«С с» «эс»
«С с» «эс»

cactus
11. к á к т у с
кактус
кактус

focus
12. ф ó к у с
фокус
фокус

sauce
13. с ó у с
соус
соус

toast
14. т ó с т
тост
тост

« Н н »   « эн »   "n" in "known"
«Н н»   «эн»
«Н н»   «эн»

canon
15. кано́н
канон
канон

phantom
16. фанто́м
фантом
фантом

tone
17. тон
тон
тон

cone
18. ко́нус
конус
конус

tank
19. танк
танк
танк

« П п »   « пэ »   "p" in "coop"
«П п»   «пэ»
«П п»   «пэ»

coupon
20. купо́н
купон
купон

poet
21. поэ́т
поэт
поэт

soup
22. суп
суп
суп

point
23. пункт
пункт
пункт

Pan
24. Пан
Пан
Пан

« Р р »   « эр »   (No English equivalent ; tongue-trilled "r"
«Р р»   «эр»
«Р р»   «эр»

resembling the Spanish "rr" in «carro».)

carp
25. карп
карп
карп

farce
27. фа́рс
фарс
фарс

hurrah
29. ура́!
ура
ура

Saturn
31. Сату́рн
Сатурн
Сатурн

Portsmouth
33. По́ртсмут
Портсмут
Портсмут

sort
35. сорт
сорт
сорт

~~cone~~ CORPS
37. ко́рпус
корпус
корпус

Frankfurt
39. Фра́нкфурт
Франкфурт
Франкфурт

front
41. фронт
фронт
фронт

park
26. парк
парк
парк

mattress
28. матра́с
матрас
матрас

crane
30. кра́н
кран
кран

sport
32. спорт
спорт
спорт

maestro
34. маэстро
маэстро
маэстро

furore
36. фуро́р
фурор
фурор

apparatus
38. аппара́т
аппарат
аппарат

fruit
40. фрукт
фрукт
фрукт

throne
42. тро́н
трон
трон

fort

43. ф о р т

форт

форт

forum

44. ф о́ р у м

форум

форум

contour

45. к о́ н т у р

контур

контур

crocus

46. к р о́ к у с

крокус

крокус

mayor

47. м э р

мэр

мэр

Eros

48. Э́ р о с

Эрос

Эрос

acre

49. а к р

акр

акр

Step One

Script of tape for Step 1, Units I and II

This is tape number 1 for the Russian alphabet program covering Units I and II.

Turn to page 1 and read the directions along with me.

> This program is presented in a four-line form structured as follows:
> Line 1: the English equivalent of the Russian word.
> Line 2: the word in printed Russian.
> Line 3: word in italic Russian.
> Line 4: the word in manuscript Russian.
> These line numbers will be referred to as grid-lines in the instructions below:
> Step 1: On page 1 set the grid on grid-line (2). (I will read the directions so that you may now turn to page 1 and follow the directions aurally from now on.) Look at the Russian letter being introduced. The letter is shown first in capital then in small case. On the same grid-line to the right you will find the approximate English equivalent letter. At the outset you will be given four letters. After that only one letter at a time is introduced. After having learned the approximate English equivalents of the Russian letters introduced, go ahead with your first cognate. Give the English equivalent of the Russian word you see on grid-line (2). In giving your answer, take the following into consideration: (a) The list does not include any verbs. (b) There are proper nouns as well as common nouns. (c) Do not pay attention to the stress marks in giving the English equivalent. The English word might be stressed on a different syllable.

Since you are working with the tape, if you are unable to provide the English equivalent when looking at the Russian word, listen to the pronunciation and try again. The correct answer is on grid-line 1. To check to see if you are correct, simply move your grid up one grid space and confirm your answer there. The printed Russian words are consecutively numbered. Go through all of Units I and II in this manner. This same tape may be used later for the remaining steps in the program over Units I and II. The instructions for these steps will not be recorded, however. Keep track of the items which you miss on a separate sheet of paper. Now, with your grids in place on page 1 we will begin.

Recorded Test I-A

Ia Write the English equivalents of the following Russian words. I, II

(Spelling must be correct.)

1. ______(antonym)______
2. ______(macaque)______
3. ______(chaos)______
4. ______(tank)______
5. ______(Iraq)______
6. ______(tourist)______
7. ______(carp)______
8. ______(Joseph)______
9. ______(cannon)______
10. ______(a Finn)______
11. ______(apparatus)______
12. ______(pony)______
13. ______(suffix)______
14. ______(Missouri)______
15. ______(Crete)______
16. ______(Eros)______
17. ______(chrome)______
18. ______(Mississippi)______
19. ______(risk)______
20. ______(soup)______
21. ______(comic)______
22. ______(foot)______
23. ______(tone)______
24. ______(fruit)______
25. ______(sport)______

How long did you study before you took this test and printed test I-A?

______________ (to nearest quarter hour)

______________________ Name

Printed Test I-A

Ia Write the English equivalents of the following Russian words. **I, II**

(Spelling must be correct.)

1. ко́нус	(cone)	26. фо́рум	(forum)
2. аспири́н	(aspirin)	27. фуро́р	(furore)
3. такси́	(taxi)	28. и́рис	(iris)
4. инструме́нт	(instrument)	29. Ира́н	(Iran)
5. матра́с	(mattress)	30. Сиа́м	(Siam)
6. фарс	(farce)	31. поэ́т	(poet)
7. фана́тик	(fanatic)	32. сорт	(sort)
8. тафта́	(taffeta)	33. ка́ктус	(cactus)
9. ма́ксимум	(maximum)	34. фронт	(front)
10. арти́ст	(artist)	35. кри́тик	(critic)
11. маэ́стро	(maestro)	36. Пе́ру	(Peru)
12. акр	(acre)	37. спазм	(spasm)
13. сиро́п	(syrup)	38. маркси́зм	(Marxism)
14. трон	(throne)	39. кака́о	(cocoa)
15. тамта́м	(tomtom)	40. аре́ст	(arrest)
16. ах!	(ah)	41. Э́рих	(Eric)
17. импо́рт	(import)	42. Пан	(Pan)
18. ура́!	(hurrah)	43. такт	(tact)
19. тури́зм	(tourism)	44. ио́н	(ion)
20. мэр	(mayor)	45. факт	(fact)
21. форт	(fort)	46. фо́то	(photo)
22. парк	(park)	47. тост	(toast)
23. ми́нус	(minus)	48. фанто́м	(phantom)
24. ко́нтур	(contour)	49. купо́н	(coupon)
25. кро́кус	(crocus)	50. пункт	(point)

Recorded Test I-B

Ib Write the English equivalents of the following Russian words. III, IV
(Spelling must be correct.)

1. (lasso)
2. (poems)
3. (shampoo)
4. (a Czech)
5. (chance)
6. (insulin)
7. (attache)
8. (title)
9. (Alma-Ata)
10. (clown)
11. (canal)
12. (client)
13. (match)
14. (Karachi)
15. (liter)
16. (salad)
17. (flannel)
18. (New York)
19. (clinics)
20. (check)
21. (hey!)
22. (salute)
23. (accent)
24. (phrases)
25. (courses)
26. (plan)
27. (clerk)
28. (curacao)
29. (tariffs)
30. (tulle)
31. (elm)
32. (Seattle)
33. (formulas)

How long did you study before you took this test and printed test I-B?

_______________ (to nearest quarter hour)

___________________________ Name

Printed Test I-B

Ib Write the English equivalents of the following Russian words. III, IV
(Spelling must be correct.)

1.	Фе́ликс	(Felix
2.	купле́т	(couplet)
3.	Ньюто́н	(Newton)
4.	атле́т	(athlete)
5.	алло́!	(hello)
6.	криста́лл	(crystal)
7.	клан	(clan)
8.	ри́кша	(rickshaw)
9.	фильтр	(filter)
10.	артишо́к	(artichoke)
11.	плюс	(plus)
12.	тайфу́н	(typhoon)
13.	Изра́иль	(Israel)
14.	макаро́ны	(macaroni)
15.	Исла́м	(Islam)
16.	цент	(cent)
17.	Мила́н	(Milan)
18.	шторм	(storm)
19.	филе́й	(fillet)
20.	ла́мпы	(lamps)
21.	аффрика́нцы	(Africans)
22.	мушке́т	(musket)
23.	курье́р	(courier)
24.	като́лик	(a Catholic)
25.	шрапне́ль	(shrapnel)
26.	Чи́ли	(Chili)
27.	ку́ли	(coolie)
28.	шеф	(chef)
29.	каньо́н	(canyon)
30.	силуэ́т	(silhouette)
31.	фили́пп	(Phillip)
32.	шта́ты	(states)
33.	ию́нь	(June)
34.	ато́лл	(atoll)
35.	флокс	(phlox)
36.	э́рлифт	(airlift)
37.	апре́ль	(April)
38.	Уэ́льс	(Wales)
39.	лимузи́н	(limousine)
40.	памфле́т	(pamphlet)
41.	Шанха́й	(Shanghai)
42.	альтруи́зм	(altruism)
43.	анна́лы	(annals)
44.	мул	(mule)
45.	ию́ль	(July)
46.	тупе́й	(toupee)
47.	Юко́н	(the Yukon)
48.	шаль	(shawl)
49.	эль	(ale)
50.	кило́	(kilo)
51.	шарф	(scarf)
52.	Кремль	(the Kremlin)
53.	фи́ниш	(finish)
54.	штамп	(stamp)
55.	шейх	(sheik)
56.	киль	(keel)
57.	султа́н	(sultan)
58.	эльф	(elf)
59.	ко́нсул	(a consul)
60.	шэр	(share)
61.	кали́ф	(caliph)
62.	шельф	(shelf)
63.	шок	(shock)
64.	Кашми́р	(Kashmir)
65.	центр	(center)
66.	культу́ры	(cultures)
67.	Ке́йптаун	(Capetown)

______________________ Name

Recorded Test I-C

Ic Write the English equivalents of the Russian words you hear. (Spelling must be correct.) V, VI

1. (a Baptist)
2. (dynamite)
3. (Frederick)
4. (dialect)
5. (a Buddhist)
6. (balsam)
7. (dentist)
8. (bamboo)
9. (Tibet)
10. (disk)
11. (bloc)
12. (episodes)
13. (beefsteaks)
14. (standard)
15. (butane)
16. (kodak)
17. (a brunet (m.))
18. (urbanism)
19. (Dublin)
20. (boat)
21. (volt)
22. (albatross)
23. (radar)
24. (bouquet)
25. (credit)
26. (baron)
27. (dualism)
28. (Timbuktu)
29. (advance)
30. (Wisconsin)
31. (banana)
32. (quartz)
33. (actor)

How long did you study before you took this test and printed test I-C?

________________ (to nearest quarter hour)

________________________ Name

Recorded Test I-D

Id Write the English equivalents of the Russian words you hear. VII, VIII
(Spelling must be correct.)

1. (the Himalayas)
2. (an immigrant)
3. (yards)
4. (Bangkok)
5. (borshch)
6. (Haiti)
7. (argon)
8. (Gibraltar)
9. (gum-arabic)
10. (fandango)
11. (Glasgow)
12. (cougar)
13. (fragment)
14. (blooming)
15. (Gaul)
16. (Michigan)
17. (gram)
18. (goal)
19. (gases)
20. (Cambridge)

How long did you study before you took this test and printed test I-D?

______________ (to nearest quarter hour)

________________________ (Name)

Printed Test I-D

Id Write the English equivalents of the following Russian words. VII, VIII

(Spelling must be correct.)

1.	Го́би	(the Gobi)
2.	я́нки	(a Yankee)
3.	гонг	(gong)
4.	Сингапу́р	(Singapore)
5.	гре́ки	(Greeks)
6.	та́нго	(tango)
7.	гусь	(goose)
8.	лагу́ны	(lagoons)
9.	анга́р	(hangar)
10.	фанда́нго	(fandango)
11.	люмба́го	(lumbago)
12.	гном	(gnome)
13.	хулига́н	(hooligan)
14.	гу́мус	(humus)
15.	Чика́го	(Chicago)
16.	тю́бинг	(tubing)
17.	ага́т	(agate)
18.	югу́рт	(yogurt)
19.	Э́динбург	(Edinburg)
20.	галло́н	(gallon)
21.	я́хты	(yachts)
22.	гамби́т	(gambit)
23.	аргуме́нт	(argument)
24.	гно́стик	(a gnostic)
25.	гросс	(gross)
26.	гуса́р	(a hussar)
27.	Чингис-Ха́н	(Genghis-Khan)
28.	грани́т	(granite)
29.	гуля́ш	(goulash)
30.	гала́	(gala)
31.	интри́ги	(intrigues)
32.	субье́кт	(subjects)
33.	газе́ль	(gazelle)
34.	ял	(yawl)
35.	пигме́й	(a pigmy)
36.	ля́пис-лазу́рь	(lapis-lazuli)
37.	инко́гнито	(incognito)
38.	адьюта́нт	(adjutant)
39.	Уругва́й	(Uruguay)
40.	лингви́ст	(linguist)
41.	гама́к	(hammock)
42.	магни́т	(magnet)
43.	графи́т	(graphite)

______________________________ Name

Progress Test Data

Part I

Recorded Test I-A
Number of students -- 32
Group Mean -- 47.5 (possible 50)
Standard Deviation -- 1.23

Printed Test I-A
Number of students -- 30
Group Mean -- 23.5 (possible 25)
Standard Deviation -- 1

Study time, Group Mean -- 1 1/4 hours

Recorded Test I-B
Number of students -- 28
Group Mean -- 31.3 (possible 33)
Standard Deviation -- 1.5

Printed Test I-B
Number of students -- 28
Group Mean -- 63.7 (possible 67)
Standard Deviation -- 2.6

Study time, Group Mean -- 1 hour

Recorded Test I-C
Number of students -- 28
Group Mean -- 32 (possible 33)
Standard Deviation -- 1.3

Printed Test I-C
Number of students -- 28
Group Mean -- 64.5 (possible 67)
Standard Deviation -- 2.5

Study time, Group Mean -- 1 1/2 hours

Recorded Test I-D
Number of students -- 27
Group Mean -- 19 (possible 20)
Standard Deviation -- 1

Printed Test I-D
Number of students -- 27
Group Mean -- 41.5 (possible 43)
Standard Deviation -- 1.5

Study time, Group Mean -- 2 hours

Step Two

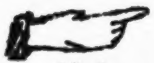
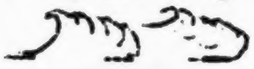
Directions for Step 2

Now that you have finished Step 1 of the Russian Alphabet Program and successfully completed the progress tests over it, your attention should be turned to the pronunciation of the Russian cognates. Step 2 of the program (cf. p.ii) directs you to set the grid on grid-line (2). Look at Russian cognate number 1, pronounce it and then check your pronunciation against that of the voice on the tape. It is important that you hear your own voice through the earphones. A more objective comparison of your pronunciation and that on the tape may be made by operating the middle lever of the control box. With the right-hand lever in "off" position, pull the middle lever down to the "SINGLE" position to record your own trial pronunciation on the "practice" tape located on the rear machine, the "recording" machine. Then, to check your pronunciation, push the middle lever up to the "BOTH" position. If you have Tape number 1 on the "program" machine stopped just before cognate number 1, when you push the lever up to the "BOTH" position the taped voice will automatically be recorded on the "practice" tape. Return the middle lever to the "off" position just before the voice gives the pronunciation of cognate number 2. Then record your trial pronunciation by depressing the middle lever once more to "SINGLE" position. Proceed as before. When you wish to hear the recording you have been making, depress the left-hand lever to "off" position. The amber light will go off. Then rewind to the beginning of your recording by depressing the right-hand lever to "rewind" position.

Another, more rapid way of checking your pronunciation once you have reached the point where you are having no difficulty discriminating between the correct Russian pronunciation of the Russian cognates and an "anglicized" mis-pronunciation, is to record only your own pronunciation. To do this, the left-hand lever must again be up in the "on" position with the amber light glowing and the right-hand lever should be in "play" position. Just before the tape gives the pronunciation of cognate number 1, depress the middle lever to the "SINGLE" position and pronounce the word. Return the middle lever immediately to the "OFF" position and you will hear the tape confirm your pronunciation. If you have made a mistake you may then immediately depress the middle lever to the "SINGLE" position, repeat the word correctly and hear the confirmation by going back to the "OFF" position. Continue this procedure. To hear your recording, procede as above (cf. end of paragraph one).

When you are satisfied that you have done the best you can without further help, ask the secretary for a blank tape and record all of the cognates, in order and without numbers or pauses so that your pronunciation may be checked by the programmer. You may stop the machine between words. Before you record the first three words in each unit spell them in Russian. Give your tape to the secretary.

After a day or two you will find in a box in the center a small tape with your name on it which contains a recording of your mistakes plus the programmer's recorded corrections and where necessary, explanations and suggestions. When you have exhausted the help provided by this tape and if you have not been asked to re-record the words you mispronounced, ask the secretary for Recorded Test II and proceed to record the Russian words listed on the same small "correction tape" you have been working with. Again do not leave pauses or give numbers. You will be asked to spell certain words in Russian before recording them. Be sure that you are stressing the correct syllable since only half-credit will be given for words pronounced correctly except for stress.

** 1	[у-да́-р̲Iн-ны-йI] Уда́ре̬нные stressed		[б̲I-зу-да́р-ны-йI] Безуда́рные unstressed	1
** 2	[-а̬́-] [п̲а̬́ть] 5 five	[а́] [два́] 2 two	[а-] [а-д̲и́н] 1 one	2
** 3	[э̬́-] [ш̲э̬́с̲ть/с̲э́мь] 6 7 six seven	[э́] [э́-т∂]  this	--- --- --- --	3
** 4	--- --- --- ---	[и́] [тр̲и́] 3 three	[и] [д̲в̲э̬́сь-т̲и] 200 two-hundred	4
** 5	--- --- --- ---	[-ы́] [чI-ты́-р̲I] 4 four	[-ы] [во́л-ны]  waves	5
** 6	[-о̬́-] [I-д̲о̬́-т̲I] (you)are-going	[о́] [во́-с̲Iмь/сто́] 8 100 eight one-hundred	--- --- --- ---	6
** 7	у̬́ [кл̲у̬́ч] key	[у́] [ну́ль] 0 zero	[у] [су-ма́] bag	7
** 8	--- --- --- ---	--- --- --- ---	[-∂] [тр̲и́с-т∂] 300 three-hundred	8
** 9	--- --- --- ---	--- --- --- ---	[I] [д̲э̬́-в̲Iть/д̲э̬́-с̲Iть] 9 10 nine ten	9

gress Test II = Pre-test C (+ spelling out loud of circled items)

Record the following Russian words **Name** ______________________________

Taken only when the 438 cognates had been recorded wit. less than 5% error rate.

1. кре́дит
2. шок
3. бана́н
4. Минск
5. гарпу́н
6. бай-ба́й
7. аре́ст
8. Гудзо́н
9. тост
10. журнали́ст
11. Ке́мбридж
12. э́хо
13. амёбы
14. филе́й
15. барк
16. тамта́м
17. ию́нь
18. ильм
19. студе́нт
20. тупе́й
21. эпизо́ды
22. купле́т
23. манёвр
24. поэ́т
25. Хо́ливуд
26. клан
27. Фри́дрих
28. шейх
29. акр
30. гру́ппы
31. база́льт
32. Чингис-Ха́н
33. будди́ст
34. ко́нтур
35. дирижа́бль
36. шторм
37. фланк
38. баро́н
39. факт
40. юбиле́й
41. шрапне́ль
42. инсули́н
43. дука́т
44. маркси́зм
45. рада́р
46. бапти́ст
47. Лао́с
48. фут
49. дивизио́н
50. артишо́к
51. апре́ль
52. док
53. Юне́ско
54. пу́динг
55. тон
56. дигита́лис
57. Кашми́р
58. манья́к
59. курье́р
60. Гибралта́р
61. драпри́
62. Нью-Йо́рк
63. борщ
64. диско́нт
65. Бухаре́ст
66. ио́н
67. я́рды
68. фильтр
69. Дунке́рк
70. анса́мбль
71. арти́ст
72. буй
73. болт
74. кана́л
75. бушме́н
76. По́ртсмут
77. Днепр
78. фра́зы
79. кило́
80. бискви́т
81. Ио́сиф
82. бульва́р
83. и́мпульс
84. флами́нго
85. карп
86. ва́куум
87. макаро́ны
88. клие́нт
89. лингви́ст
90. ура́!
91. Бонн
92. иммигра́нт
93. ти́тул
94. ага́т
95. ви́рус
96. Миссиси́пи
97. банки́р
98. Кара́чи
99. инко́гнито
100. фронт
101. субъе́кт
102. Алла́х
103. риск
104. арго́н
105. центр
106. Фе́ликс
107. Хрущёв
108. ко́рпус
109. Брюссе́ль
110. ла́мпы
111. анто́ним
112. ста́тус-кво́
113. су́ффикс
114. Мичига́н
115. силуэ́т
116. гамби́т
117. бабу́н

0 - 5% - S
6 - 15% - G
> 16% - U

Grades for Test II

Name	Error Rate	Grade	Date
Dolan, Ed	3 %	S	
Cooper, Julie	6 %	G	
Mueller, Pat	2 %	S	
Goldstein, Carol	3 %	S	10/18/61
Allan, Jean	4 %	S	10/27/61
Bonifer, Pat	5 %	S	10/27/61
Conlon, Becky	5 %	S	10/27/61
Lissitz, Maria	13 %	G	10/27/61
Morris, Catherine	3 %	S	10/27/61

Overdue

Name	Penalty %*	Error Rate	Performance Grade	Date
Smith, Jon	Excused	11 %	G	10/30/61
Stevenson, Richard	5 %	13 %	G	10/30/61
Hopps, Susan	5 %	7 %	G	10/30/61
Lloyd, Brian	5 %	9 %	G	10/31/61
Hopps, David	5 %	13 %	G	11/3/61
Shair, Robert	15 %	5 %	S	11/7/61
Locker, Mike	85 %	6 %	G	11/29/61

* A 5 per cent penalty was subtracted for each class day (Mon. through Fri.) overdue.

Step Three

STEP 3

Step 3 of the Russian Alphabet Program directs you to set the grid on gridline (1). This exposes the English equivalents of the Russian cognates. The purpose of this step is to make sure that the correct Russian pronunciation of the cognates has been so well learned that the distracting element of the English spelling or pronunciation will not cause confusion.

A further step in learning at this point is to gain facility in producing orally the correct spelling of a cognate once you know that you have pronounced it correctly. Test II-a is constructed so as to check the above points. You will be asked to make a recording of a number of Russian cognates from the Program while looking at the English equivalents. You will also be asked to record the Russian spelling of some of these words.

In preparing for this examination, the following procedure is recommended:

a) Find the tape for step 3 and place it on the "program" machine. (The booklet will not be needed until step (g).)

b) Ask for a tape to use for practice and place this tape on the "recording" machine.

c) Set the left-hand lever of the control box in the "on/record" position.

d) Start the tape playing and listen to the recorded directions.

e) Each time you hear the English equivalent, depress the middle lever to "SINGLE/SELF" and record the Russian cognate.

f) Return the middle lever to "off" position to hear the confirmation.

Repeat this procedure. If you need time to think, push the right-hand lever up to "off" position after you hear the English equivalent. If you make a mistake, record a correct imitation immediately. When you have gone through the entire list in this manner you will have a recording with repeated trials of the words to which you need to pay further attention. It also provides a rapid way of tallying your errors.

g) Using your "practice" tape as a "master" and placing a second "practice" tape on the "recording" machine, go through the list with your booklet before you. Test your ability to pronounce and spell the Russian cognates while looking at the English equivalents. The confirmation this time will be your own voice for pronunciation and grid-line (2) of the booklet for the Russian spelling.

Note down for tallying the numbers of items which you mispronounced in the first recording (or in the second) and of the items which you were unable to spell correctly. If your total error rate is less than 5 percent, i.e., fewer than 44 mistakes (in either pronunciation or spelling), you are ready to take Test II-a.

(no comparable pre-test) **Criterion-[illegible] or less**

Recorded Test II-a

Record your name the date and the amount of time spent preparing for this test.
Record the Russian equivalents of the following English words:

1. Iran
2. curacao
3. limit
4. Dublin
5. soup
6. finish
7. bureau
⑧ Wales
9. Vulcan
10. acre
11. clown
12. Rudolph
13. critic
14. individualism
15. center
16. act
17. taboo
18. gazelle
19. typhoon
20. digitalis
21. formulas
22. Saturn
23. Greeks
24. banknote
25. shock
26. Lenin
㉗ yachts
28. taxi
29. incognito
30. title
31. student (m.)
32. sport
33. cadet
㉞ attaché
35. balcony
36. Siam
37. Edinburgh
㊳ Newton
39. alphabet
40. macaque
41. flank
42. dock
43. April
44. urbanism
45. humus
46. Iraq
47. yogurt
48. brunet
49. annals
50. golf
51. toupee
(52) Khrushchev
53. hooligan
54. abbot
55. groups
56. point
57. gases
58. dialect
59. altruism
60. disk
61. boudoir
62. cougar
63. crisis
64. a Baptist
65. balloon
66. Milan
67. Bucharest
68. boulevard
69. fruit
(70) Buddhism
(71) czar
(72) Frederick
73. manoeuver
74. pamphlet
75. Dnieper
76. artichoke
77. funicular
78. sauce
79. dirigible
80. share
81. August
82. client
83. Haiti
84. beefsteaks
85. tourist
86. charades
87. Mark Twain
88. mulatto
89. yards
90. tourism
91. canvas
92. magnet
(93) jasmine
94. ensemble
95. alibi
96. Crete
97. Cambridge
98. journalist
(99) pigmy
100. liter
101. dynamite
102. toast
103. drapery
104. consul
105. Hawaii
106. front
107. basis
108. chance
109. bye-bye

Circled numbers indicate words which students were required to spell.

0 - 5 S
6 - 15 G
> 16 U

Grades for Test II-a

Name	Error Rate	Time (1/4 hrs.)	Grade	Date
Dolan, Ed	1 %	--	S	
Cooper, Julie	7 %		G	
Goldstein, Carol	5 %	12	S	
Allan, Jean	7 %	8	G	11/2/61
Mueller, Pat	6 %	18	G +	11/5/61
Conlon, Becky	6 %	10	G+	11/6/61
Bonifer, Pat	6 %	8	G +	11/6/61
Lissitz, Maria	18 %/9 % = 14 %	16	U/G G-	11/6/61-11/13/61
Morris, Catherine	8 %	--	G	11/7/61

Overdue

Name	Penalty	Error Rate	Time	(includes penalty) Grade	Date
Smith, Jon	5 %	9 %	--	G-	11/7/61
Stevenson, Richard	5 %	11 %	32	U	11/7/61
Lloyd, Brian	5 %	17 %/6 % = 11 % Ave.	--	U/G+ = U+	11/7/61 - ?
Hoppe, David	5 %	17 %/7 % = 12 % Ave.	--	U/G+ = U+	11/7 - 12/4/61
Hoppe, Susan	5 %	36 %/6 % = 21 % Ave.	12	U/G+ = U	11/7/61 - 12/6/61
Shair, Robert	40 %	15 %	--	U-	11/17/61
Locker, Mike	80 %	11 %	--	U-	11/30/61

Step VI

Taped Instructions for Test III over the Russian alphabet program.

The first thing for you to do is to write the Russian alphabet in order both in upper case and lower case. Use lined paper. Make sure that those letters which should not extend below the line, do not do so and that those which should, do extend below the line. Indicate those letters which are never found at the beginning of a Russian word by leaving them blank in the upper case letter list. When you finish writing the alphabet, you will be ready to start the dictation. Pay attention to the proper joining of letters. Do not join those which do not need to be joined and remember to use the hooks in front of the letters which require them. Capitalize only words which should be capitalized in Russian. Remember, the rules differ in this respect in English and Russian.
Now the cognates:

Sample of test three on next page.

алфавит — 9 7. G

alphabet

Pat Mueller

А	а
Б	б
В	в
Г	г
Д	д
Е	е
Ё	ё
Ж	ж
З	з
И	и
Й	й
К	к
Л	л
М	м
Н	н
О О	о
П П	п
Р	р

cognates

1. чех
2. Франкфурт
г 3. Греки
4. Сибирь
- 5. суффикс
6. код
7. гон
8. скандал
9. тамтам
10. Тимбукту
11. жакет
12. Гудзон
13. фанатик
14. гол
15. калиф
16. дубликат
17. Перу

28. ~~кварту~~ квар
29. эль
30. Глазго
31. Нил.
32. фразн
33. мэр
34. браслет
35. хром
36. Дюнкерк.
37. арест
38. Гоби
39. бар
40. такт
41. гном
42. кларнет
43. субъект
44. импорт

	К	к
О	О	о
П	П	п
	Р	р
	С	с
Т	Т	т
	У	у
	Ф	ф
	Х	х
	Ц	ц
	Ч	ч
	Ш	ш
	Щ	щ
	ъ	
	ы	
	ь	
	Э	э
	Ю	ю
	Я	я

14. гол
15. калиф
16. дубликат
17. Перу
18. Будапешт
19. кактус
20. кодак
21. штамп
22. клан
23. янки
24. буй
25. Э Эрос
26. браво
27. кюрасо

41. гном
42. кларнет
43. субъект
44. импорт
45. югурт
46. аванс
47. фильм
48. гуляш
49. культурн
50. гала
51. бисквит
52. фокус
~~53. фрагм~~
53. фрагмент

is р correct as р or р? Да

it occurs both ways on the booklet

54. дисконт
55. плюс
56. август
57. лимузин
58. хулиган
59. гусар
60. буфет
61. аргумент
62. галлон
63. $\overset{\text{п}}{\text{а}}$парат
64. африканцы
65. Хрущёв
66. клиники
67. гросс
68. бойкот
69. институт
70. тюрбан
71. Анды
72. Уэльс
73. диск
74. силу$\overset{\text{э}}{\text{е}}$т
75. дигиталис
76. поэт
77. Найроби
78. матч
79. ~~сиэ~~ Сиэтл
80. Бристоль ол.
~~ас~~ аспирин
81. аспирин
82. ~~бю~~ Бюджет

83. бутан
84. роль
85. диван
86. фарс
87. аппендикс
88. бастион
89. $\overset{\text{локей}}{\text{\sout{лакьей}}}$
90. гностик
91. Хаос
92. канва
93. $\overset{\text{Адам}}{\text{Адам}}$
94. Бонн
95. талант
96. шаль
97. диспут
98. кран
99. инт$\overset{\text{р}}{\text{р}}$иги
100. бальзам
101. макароны
102. дуализм
103. филе$\overset{\text{й}}{\text{т}}$
104. галлоп
105. штаты
106. кредит
107. суп
108. Холливуд
109. шампунь
110. лингвист
~~111.~~

Grades for Test III

Name	Error Rate	Grade	Date
Bolan, Ed	1 %	S	10/13/61 *
Cooper, Julie	7 %	G	10/28/61
Goldstein, Carol	1 %	S	11/2/61
Conlon, Becky	9 %	G	11/17/61
Allan, Jean	6 %	G +	11/17/61
Bonifer, Pat	19%/8% =13% Ave.	U/G=G Ave.	11/20 - 12/4/61
Lissitz, Maria	13 %	G	11/20/61
Mueller, Pat	9 %	G	11/20/61
Stevenson, Richard	16%/9% =12% Ave.	U+/G = G	11/20 - 12/7/61
Morris, Catherine	18%/11% = 14% Ave.	U/G = G- Ave.	11/20 - 11/30/61
Smith, Jon	31%/7%=19% Ave.	U-/G+ = U+Ave.	11/21 - 12/5/61

Overdue

(includes penalty)

Name	Error Rate	Penalty	Grade	Date
Lloyd, Brian	17%/5%=11% Ave.	5%	U/S = U+	11/22 - 11/30/61
Shair, Robert	10 %	10 %	U(no retake)	11/24/61
Locker, Mike	11 %	45 %	U(no retake)	12/5/61
Hopps, David	18%/7% = 12% Ave.	45 %	U/G+ Ave. is U- due to penalty	12/5 - 12/8/61
Hopps, Susan	31 %/	50 %	U/	12/6/61

* First to finish program based on workbook.

Complete Data

Introductory Workbook

	Progress Tests over Step I									Step 2	Step 3	Step 6		Final
(Grades in %)	I-A--Rec./Print.;		I-B--Rec./Print.;		I-C--Rec./Print.;		I-D--Rec./Print.		Ave.	II	II-A	III	Ave.	Exam**
Allan, Jean	98	98	97	94	96	98	100	98	97.4	96	93	94	95.1	93
Bonifer, Patricia	84	94	100	98	100	100	95	98	96.1	95	94	87*	93.0	98
Conlon, Becky	96	97	100	96	100	98	93	98	97.3	95	94	91	94.3	99
Cooper, Julia	96	97	100	98	100	99	100	99	98.6	94	93	93	94.7	89
Dolan, Edwin	92	92	100	88*	93	98	93	95	93.9	97	98	99	97.0	90
Goldstein, Carol	98	97	100	96	99	99	100	99	98.5	97	96	99	97.6	100
Hopps, David	94	98	97	96	91	90	93	90	93.6	87	88*	88*	89.2	79@
Hopps, Susan	94	91	94	98	97	99	--@	--@	--	93	79*	69@	--	63@
Lissitz, Maria	90	95	97	96	100	100	95	99	96.5	87	86*	87	89.1	96
Lloyd, Brian	94	91	93	93	97	97	100	99	95.5	91	89*	89*	91.1	89
Locker, Michael	100	94	97	100	96	100	95	99	97.6	94	89	89	92.4	58@
Morris, Catherine	88	96	97	94	100	98	100	98	96.4	97	92	86*	92.9	89
Mueller, Patricia	98	96	96	96	99	99	90	95	96.1	98	94	91	94.8	93
Shair, Robert	96	92	100	100	94*	97	100	100	97.4	95	85	90	91.9	92
Smith, Jon	100	90	97	96	97	94	95	100	96.1	89	91	81*	89.3	84@
Stevenson, Richard	90	98	93	96	100	100	93	98	96.0	87	89	88*	90.0	87
	94.3	94.8	97.4	95.9	97.4	97.9	96.1	97.7	96.5	93.3	90.6	88.8	92.8	87.4

↓

Class average on all tests over cognates up to final exam.
(1/2 of daily average)

* Average of Test plus Retest grades

** Counted for 2/5 of final exam grade

@ Must take/retake Test at beginning of Term II

Section IV

Phonetic Transcription of Russian Sounds and Approximate English Equivalents.

Phonetic Transcription of Russian Sounds and Approximate English Equivalents

Signs used in the phonetic transcription:

[ ] : Used to enclose the transcription of individual sounds/utterances showing pronounciation as distinct from spelling.

´ : Indicates that the vowel sound below is stressed.

ˇ : Used in this transcription under certain stressed vowel sounds to indicate a variant of the basic vowel sound so marked.

_ : Used in this transcription under certain consonant sounds to indicate that a non-vocalic "y"-like element makes up the final part of the consonant sound; it is used everywhere except at the end of a syllable, where the Cyrillic "soft sign" (ь) is substituted for it.

Symbols used in the phonetic transcription:

[ə] : Two IPA phonetic symbols used here to represent
"a" in "pizz(a)" Russian vowel sounds which are always unstressed.
[I] :
either "i" in "aff(i)dav(i)t"

All other symbols are formed from the Cyrillic alphabet with the exception of «е,ё,ъ,ю,я» which are not used here.

VOWELS	STRESSED		UNSTRESSED	
Consonants		"Hard"		"Soft"
	[-á̬-] "a" in "p(a)t"	[á] "a" in "f(a)rm"	[a-] first "a" in "(a)ha"	
		[б] "b" in "(b)ooty"		[б̲ -/-бь] "b" in "(b)eauty

VOWELS	STRESSED	UNSTRESSED	
Consonants		"Hard"	"Soft"
		[в] "v" in "(v)oodoo"	[в̲/ -вь] "v" in "(v)iewed"
		[г] "g" in "la(g)oon"	[г̲-] "g" in "le(g)úme"
		[д] "d" in "(d)o"	[д̲-/-дь] "d" in "(d)ew"
		[ж] "Zs" in "(Zs)a (Zs)a Gabor"	[-жь] "-ge" in "bei(ge)"
		[з] "z" in "re-(z)oom"	[з̲- / -зь] "s" in "re(s)ume"
--- ---	[и́] "ea" in "tr(ea)t"	[и] "y" in "tast(y)"	
			[й] "y" in "(y)oke" or "co(y)"*
		[к] "c" in "(c)oo"	[к̲-] "c" in "(c)ue"
		[л] "l" in "(l)ooting"	[л̲- / -ль] "l" in "(l)uting"

*Semi-consonant/semi-vowel

VOWELS **Consonants**	**STRESSED** **"Hard"**	**UNSTRESSED** **"Soft"**
	[м] "m" in "(m)oot"	[м̲ -/-мь] "m" in "(m)ute"
	[н] "n" in "ca(n)oes"	[н̲-/-нь] "n" in "the (n)ews"
[-ó̮-] "o" in "j(o)vial"	[ó] "o" in "f(o)rceps/st(o)re"	--- ---
	[п] "p" in "(p)oor"	[п̲ -/-пь] "p" in (p)ure"
	[р] No English equivalent. Tongue-trilled "r" as in Spanish «rusa»	[р̲-/-рь] Tongue-trilled "r" as in Spanish «risa»
	[с] "s" in "I'll (s)oon"	[с̲-/-сь] "ss" in "a(ss)ume"
	[т] "t" in "(t)wo lips"	[т̲-/-ть] "t" in "(t)ulips"
[-ý̮-] "u" in "c(u)tie	[ý] "oo" in "n(oo)dle"	[у] "u" in "S(u)matra"
	[Ф] "f" in "(f)ood"	[Ф̲-/-Фь] "f" in "(f)eud"

VOWELS	**STRESSED**		**UNSTRESSED**
Consonants		"Hard"	"Soft"
		[х] No Eng. equiv. Somewhat like a breathy " h" in "w(h)o"	[х̲-] Somewhat like a breathy "h" in "(h)ew"
		[ц] "ts" in "(ts)e(ts)e"/"le(ts)"	--- ---
		--- ---	[ч] "ch"in"(ch)oose"/"moo(ch)"
		[ш] "sh" in "(sh)ort/ru(sh)"	[ш̲-/-шь] "ch" in "(ch)ic"
		--- ---	[щ] "sh ch" in "fre(sh ch)eese"
--- ---	[-ы́] No Eng. equivalent*		[-ы] No English equivalent*
		--- ---	[-ь]
[э́] "a"in "ch(a)ste/"s(a)me	[э́] "e" in "(E)tta		--- ---

* High back vowel produced by spreading lips while pronouncing "oo" without changing the position of the tongue.

** Used in the transcription only at the end of a syllable; in all other positions, "soft" consonants, i.e., those followed by a non-vocalic "y"-like element, are indicated by the underline (except for «ч, щ, дж » which are always "soft").

Combined Symbols Representing a Combined Sound

Consonants	"Hard"	"Soft"
	[-дз]	---
	"d's" in "Te(d's)"	---
	---	[дж]
	---	"j" in "(j)eans"

Arbitrary Signs and Symbols

[ус-ло́в-ны-йI зна́-к̲и и-‿ə-бəз-на-чэ́нь-йə]
Усло́вные зна́ки и обозначе́ния
arbitrary signs and symbols

** 1. [а-пас-тро́ф]

1. апостро́ф

'

apostrophe

** 2. [вәп-ра-си́-т̲ɪль-ный зна́к]

2. вопроси́тельный знак

?

question mark

** 3. [вәс-кл̲и-ца́-т̲ɪль-ный зна́к]

3. восклица́тельный знак

!

exclamation mark

** 4. [дв̲и-жэ́нь-йә]

4. движе́ние

→

motion (contrasts with ☐)

** 5. [двә-йɪ-то́-чи-йә]

5. двоето́чие

:

colon

** 6. [д̲ɪ-фи́с]

6. дефи́с

-

hyphen (1-indicates orthographical compound; 3-connects words having one-word Russian equivalent; 3/4-suggests grammatical relationships or English word order)

** 7. [д̲и-ә-га-на́ль]

7. диагона́ль

/

diagonal (indicates that an alternative follows)

** 8. [зð-пI-тá-йð]
8. запятáя
,
comma

** 9. [звóз-дðч-ки]
9. звёздочки
/*
asterisks (1-two signal the phonetic grid-line; 3-three indicate that Russian word above has no English equivalent in given usage)

**10. [ка-вы́ч-ки]
10. кавы́чки
« »/„ "
quotation-marks (4-enclose words used in English but not expressed in Russian)

**11. [квад-рáт-ны-йI скóп-ки]
11. квадрáтные скóбки
[ ]
(square) brackets (1-enclose phonetic transcription; 3-enclose literal translation; idiomatic/contextual interpretation is found directly below-4)

** 12. [кру́г-лы-йI ско́п-ки]
12. кру́глые ско́бки

( )

[round brackets]

parentheses (1-enclose parenthetical words, abbreviations, directions, etc.; 3-enclose literal translation of words redundant or commonly omitted in English)

** 13. [ли́-ни-й∂ пать-чо́р-ки-в∂-йIшь-ч∂-й∂ сло́-в∂]
13. ли́ния, подчёркивающая сло́во

(line)——— (which-)underline(s) (word) (1/2 indicates that a word is to be supplied/indicates emphatic stress)

** 14. [мIс-т∂-н∂-хаж-дэ́нь-й∂]
14. местонахожде́ние

location (contrasts with ⟶)

** 15. [ми́-нус]
15. ми́нус

-

minus

** 16. [мн∂-га-то́-чи-й∂]
16. многоточие

...

suspension-points

• 17. [п̲ɪ-р̲ɪ-во́-здч-ным срэ́ц-твдм / йэ́зь-д̲д (в̲ɪр-хо́м)]
17. перево́зочным сре́дством/ е́здя (верхо́м)

⊙

[by-vehicular by-means] riding astride

by vehicle (contrasts with ∧)

• 18. [п̲ɪш-ко́м]
18. пешко́м

∧

on-foot (contrasts with ⊙)

• 19. [пл̲у́с]
19. плюс

+

plus

• 20. [с̲в̲ɪ-зу́-йɪшь-чий зна́к]
20. связу́ющий зна́к

‿

linking sign (1-indicates linking with following word)

• 21. [т̲и-рэ́]
21. тире́

--

dash (3/4 indicates that the translative aid is no longer being provided; superscript^1 and ^{o} signal the penultimate and final occurences of translative aids for Russian words as used in given context.)

** 22. [то́ч-кә]
22. то́чка

____.____

period

** 23. [то́ч-кә з‿зә-п̲ɪ-то́й]
23. то́чка с запято́й

____;____

[period with comma]

semicolon

** 24. [у-да-р̲э̬́нь-йә]
24. ударе́ние

´

____

accent

«mark» (1-placed over vowel of stressed syllable

of words in phonetic grid-line)

Section V

Conversations

The materials given here were used in conjunction with taped materials, as described in Section I of this report.

**

[д̲и-а-ло́-г̲и]
ДИАЛО́ГИ
dialogues

** [фа-ми́-ли-й∂, (см. «ис-то́-ри-й∂»)]
фами́лия, (см. «исто́рия»)
last-name

** [фа-ми́-ли-и, (см. «ис-то́-ри-и»)]
фами́лии, (см. «исто́рии»)
last-names

[рəз-га-вóр пə́р-вый]
Разговор первый
conversation [first]
one

**[а-ди́н] 1. [дóб-рə-йI ý-трə.[1]]
один 1. Доброе утро.[1]
one good morning

**[два́] 2. [дóб-рə-йI ý-трə.[1]]
два 2. Доброе утро.[1]
two good morning

**[а-ди́н] 1. [ма-йа́ фа-ми́-ли-йə ______.[2]] [ка́к ва́-шə фа-ми́-ли-йə?]
один 1. Моя фамилия ______.[2] Как ваша фамилия?
one my last-name [how] your last-name
«is» what «is»

**[два́] 2. [ма-йа́ фа-ми́-ли-йə ______.[2]]
два 2. Моя фамилия ______.[2]
two my last-name
«is»

**[а-ди́н] 1. [пəф-та-ри́-тI, па-жа́л-стə.] [ка́к ва́-шə фа-ми́-ли-йə?]
один 1. Повторите, пожалуйста. Как ваша фамилия?
one repeat please [how] your last-name[1]
what «is»

**[два́] 2. [ма-йа́ фа-ми́-ли-йə ______.[2]]
два 2. Моя фамилия ______.[2]
two my last-name°
«is»

**[а-ди́н] 1. [спа-си́-бə .] [ну́, дə‿сь-ви-да́нь-йə.]
один 1. Спасибо. Ну, до свиданья.
one thanks well [till the-meeting]
good-bye

** [1][и-ли «дóб-рый дə́нь / вə́чер»] [2][нəп-ри-мə́р, «и-ва-нóф /и-ва-нó-вə»]
[1]или «добрый день / вечер» [2]например, «Иванов /Иванова»
or good [day] evening for-example Ivanov(m.) Ivanov(f.)
afternoon

[два́]	2.	[дə͜сь-ви-да́нь-йə.]
два	2.	до свиданья.
two		[till the-meeting]
		good-bye

** [рә́з-га-во́р с̲ɪдь-мо́й]
Разговор седьмо́й
-- [seventh]
seven

**1. [на-д̲э́-йус йа́ н̲ɪ-‿зас-та́-в̲ил / зас-та́-в̲и-лә ва́с с̲л̲и́ш-кәм
1. Наде́юсь, я не заста́вил / заста́вила вас сли́шком
hope -- -- [made(m.) (f.)] -- -too
«I» have kept

** до́л-гә жда́ть.]
до́лго жда́ть.
long [to-wait-]
waiting-

**2. [н̲I-‿б̲Iс-па-ко́й-т̲Iс а-б‿э́-тәм.]
2. Не беспоко́йтесь об э́том.
-- do - worry about that

**1. [чɪ-сы́ ас-тә-на-в̲и́-л̲ис, и-‿йа́ а-б‿э́-тәм
1. Часы́ останови́лись, и я об э́том
[hours] stopped and -- (about)[-that]
«my» watch -it

** н̲I‿з-на́л / ‿з-на́-лә.] [ска-жы́-т̲ɪ,
не зна́л / зна́ла. Скажи́те,
-- did-know-(m.) (f.) tell
«me»

** чI-во́‿-бы ва́м ха-т̲э́-ләс?]
чего́ бы вам хоте́лось?
[of-what *** -- was-wanted]
what would you like «to do»

**2. [мн̲э́‿-бы ха-т̲э́-ләс пә-гә-ва-р̲и́ть с‿ва́м̲и ко́-йɪ а-‿чо́м.]
2. Мне бы хоте́лось поговори́ть с вами ко́е о чём.
[-- *** was-wanted] to-talk with -- some- about-thing
I'd like

**1. [ка-н̲э́ш-нә.] [ку-да́‿-бы ва́м ха-т̲э́-ләс пай-т̲и́?]
1. Коне́чно. Куда́ бы вам хоте́лось пойти́?
of-course [whither *** -- was-wanted] to-go
where would you like

** [HÓ]
HÓ
but

**2. [н̱ɪ‿ха-т̱э́-лəз‿-бы ва́м пай-т̱и́ ф‿па́рк?]
Не хоте́лось бы вам пойти́ в па́рк?
[-- was-wanted *** --] to-go (in)to park
wouldn't you like «the»
**1. [йэ́сь-л̱и ха-т̱и́-т̱ɪ.] [с̱ɪ-во́дь-н̱ə пр̱ɪк-ра́с-нə-йə
1. Е́сли хоти́те. Сего́дня прекра́сная
if wish -today[1] wonderful
«you» «it»
** па-го́-дə.]
пого́да.
weather-

**2. [йа́ б̱ɪ-ру́ у-ро́-к̱и ру́с-кə-вə йɪ-зы-ка́, но́
2. Я беру́ уро́ки ру́сского языка́, но́
-- am-taking -lessons[1] (of-)Russian- (of-language) but

** у‿м̱ɪн̱а́ н̱ɪ-дас-та́-тəч-нə-йə пра́к-т̱и-кə.]
у меня недоста́точная пра́ктика.
[by --] -not- -enough practice
I do- -get
**1. [йа́ фпал-н̱э́ пə-н̱и-ма́-йу.] [йа́ зна́-йу ан-гл̱и́йс-кəй,
1. Я вполне́ понима́ю. Я зна́ю англи́йский,
-- quite understand -- know English
«some»
** но́ саф-с̱э́м н̱ɪм-но́-гə.]
но́ совсе́м немно́го.
but[1] [at-all not-much]
just a little
**2. [йа́ пə-н̱и-ма́-йу фс̱о́ што́ мн̱э́ гə-ва-р̱а́т па-ру́с-ск̱и,
2. Я понима́ю всё, что́ мне говоря́т по-ру́сски,
-- understand [all which] -- [say] in Russian[1]
everything that is said
** но́ йа́ йɪд-ва́ ма-гу́ аб-йɪсь-н̱и́-цə.]
но́ я едва́ могу́ объясни́ться.
but° -- -hardly can- [to-explain-oneself]
make myself understood

**[мо́й (см. «мо́й»)]
мо́й (см. «мо́й»)
my/mine

**[ру́с-скдй (см. «ру́с-скдй»)]
ру́сский (см. «ру́сский»)
Russian (adj./noun)

1.	[нә-ә-ба-ро́т.]	[па-мо́-йɪ-му,	вы́	у-жэ́	гә-ва-р̲и́-т̲ɪ
1.	Наоборо́т.	По-мо́ему,	вы	уже́	говори́те
	on-the-contrary	[by mine°]	--	already	speak
		in my opinion			

**	па-ру́с-ск̲и	пр̲ɪк-ра́с-нә.]
	по-ру́сски	прекра́сно.
	(in)Russian°	very-well

**2.	[вы́	о́чɪнь	л̲ɪ-б̲э́з-ны.]	[мн̲э́‿	-бы	ха-т̲э́-ләс	рәз-га-ва́-р̲и-вәть
2.	Вы	очень	любе́зны.	Мне	бы	хоте́лось	разгова́ривать
	--	--	kind	[--	***	was-wanted]	to - converse
					I'd	like	

**	с‿	ва́-м̲и	па - ча́шь-чɪ.]
	с	вами	по - ча́ще.
	with	--	a-little more-often

Grades Conversation I and II Russian

Name	Grade
Allan, Jean	S
Bonifer, Pat	S
Goldstein, Carol	S
Dolan, Ed	S
Conlon, Becky	G
Cooper, Julie	S
Lissitz, Maria	S
Lloyd, Brian	S
Morris, Catherine	S
Mueller, Pat	S
Smith, Jon	G
Stevenson, Richard	S

Overdue

Name	Perf. Grade	Penalty	Grade
Locker, Michael	S-	5 %	G
Hopps, David	S	Excused	S
Hopps, Susan	S	Excused	S
Shair, Robert	S-	5 %	G

Grades for Russian Conversations III and IV

Name	Grade	Date
Goldstein, Carol	S	10/26/61
Dolan, Ed	S	
Cooper, Julie	S	
Allan, Jean	G	10/30/61
Bonifer, Pat	S	10/30/61
Conlon, Becky	G	10/30/61
Lissitz, Maria	G	10/30/61
Morris, Catherine	G	10/30/61
Mueller, Pat	S	10/30/61
Smith, Jon	G	10/30/61
Stevenson, Richard	U/S = G	10/30/61 - ?

Overdue

Name	Perf. Grade	Penalty	Grade	Date
Hopps, Susan	G	Excused	G	12/8/61
Lloyd, Brian	U+/S=G	Excused	U+/S = G	10/31/61 - ?
Hopps, David	G	Excused	G	11/5/61
Shair, Robert	U+/S=G	Excused	U+/S = G	11/8/61 - ?
Locker, Mike	G	5%	G-	11/2/61

Due date 11/8/61

Conversation V

Name	Grade	Date
Dolan, Ed	S	11/1/61
Allan, Jean	S	11/1/61
Cooper, Julie	S	11/1/61
Mueller, Pat	S	11/7/61
Goldstein, Carol	S	11/7/61
Conlon, Becky	S	11/7/61
Bonifer, Pat	S	11/8/61
Lissitz, Maria	G +	11/8/61
Morris, Catherine	G +	11/8/61
Smith, Jon	G	11/8/61
Stevenson, Richard	S	11/8/61

Overdue

Name	Perf. Grade	Penalty	Grade	Date
Shair, Robert	G	5 %	G-	11/9/61
Lloyd, Brian	G	15 %	U	?
Locker, Mike	S	15 %	U +	11/15/61
Hopps, David	G	20 %	U	11/29/61
Hopps, Susan				

Due date 11/10/61

Conversation VI

Name	Grade	Date
Dolan, Ed	S	11/1/61
Allan, Jean	G+	11/3/61
Cooper, Julie	S	11/3/61
Mueller, Pat	S	11/7/61
Conlon, Becky	S	11/9/61
Goldstein, Carol	S	11/9/61
Lissitz, Maria	G	11/9/61
Bonifer, Pat	S	11/10/61
Morris, Catherine	G	11/10/61
Smith, Jon	G	11/10/61

Overdue

Name	Perf. Grade	Penalty	Grade	Date
Stevenson, Richard	S-	5 %	G	11/13/61
Lloyd, Brian	U/G+ =G-	10 %	U	11/14/61 - ?
Locker, Mike	G-	15 %	U	11/15/61
Shair, Robert	G	15 %	U	11/15/61
Hopps, David	G-	10 %/Exc.	U	11/29/61
Hopps, Susan				

Script of Tape for Test over Conversations I-VI

This is an exam tape over Conversations I through VI. Respond appropriately to the following statements and questions. Do not record the numbers on your tape. You may rearrange the order to suit yourself, but be sure to include all of the items from the examination tape on yours. Say as much as you can in Russian. You may ask questions even though there will be no way for the answer to be given. You will be graded on pronunciation and the larger the amount of Russian you include on your tape, the less each mistake will count.

1. Добрый вечер. Разрешите представиться. Я Майэрс. Я здесь профессор.
2. Как вы поживаете?
3. Моё имя-отчество Кит Джорджевич.
4. Сегодня плохая погода.
5. Куда вы идёте?
6. Скажите, вы очень заняты?
7. Когда я могу вас видеть?
8. Ну, пока.

Conversations I - VI Exam

Name	Error Rate	Total No. of Words	Grade	Date
Dolan	7 %	62	G	11/8/61
Cooper	5 %	136	S	11/8/61
Allan	7 %	138	G +	11/10/61
Bonifer	2 %	87	S	11/15/61
Goldstein	2 %	69	S	11/13/61
Conlon	4 %	132	S	11/15/61
Lissitz	7 %	192	G+	11/15/61
Morris	5 %	92	S-	11/15/61
Mueller	2 %	90	S	11/15/61
Smith	8 %	117	G	11/15/61
Stevenson	4 %	100	S	11/15/61

Overdue

Name	Error Rate	Penalty	Total No. of Words	Grade	Date
Lloyd	9 %	20 %	149	U	12/4/61
Locker					
Shair	12 %	25 %	97	U	12/5/61
Hopps, David	10 %	25 %	96	U	12/5/61
Hopps, Susan					

Due date 12/1/61

Conversation VII

Name	Grade	Date
Dolan, Ed	S	11/10/61
Cooper, Julie	S	11/14/61
Goldstein, Carol	S+	11/18/61
Lissitz, Maria	G +	11/28/61
Bonifer, Pat	S +	11/30/61
Conlon, Becky	S +	11/30/61
Lloyd, Brian	G	11/30/61
Morris, Catherine	S +	12/1/61
Allan, Jean	S	12/1/61
Smith, Jon	S	12/1/61
Mueller, Pat	S	12/1/61

Overdue

Name	Perf. Grade	Penalty	Grade	Date
Shair, Robert	S-	5 %	G	12/4/61
Hoppe, David	G	5 %	G-	12/4/61
Stevenson, Richard	G +	10 %	U +	12/5/61
Locker, Mike	S-	15 %	U	12/6/61
Hoppe, Susan				

	Recorded Conversations (both parts from memory)						Test over Conversations I-VI. (appropriate responses)		
Name	I-II	III-IV	V	VI	VII	Ave.	No. of Words	Grade	Final Exam
Allan, Jean	97	90	97	93	97	94.8	(138)	93	89
Bonifer, Patricia	97	97	97	97	99	97.4	(87)	98	95
Conlon, Becky	90	90	97	97	99	94.6	(132)	96	95
Cooper, Julia	97	97	97	97	97	97.0	(136)	95	85
Dolan, Edwin	97	97	97	97	97	97.0	(62)	93	99
Goldstein, Carol	97	97	97	97	99	97.4	(69)	98	92
Hopps, David	97	90	90	86	90	90.6	(96)	90	90
Hopps, Susan	97	90	--@	--@	--@	--	(--)	--@	92
Lissitz, Maria	97	90	93	90	93	92.6	(192)	93	94
Lloyd, Brian	97	90*	90	85*	90	90.4	(149)	91	85
Locker, Michael	95	90	97	93	95	94.0	(--)	--@	90
Morris, Catherine	97	90	93	90	99	93.8	(92)	95	95
Mueller, Patricia	97	97	97	97	97	97.0	(90)	98	91
Shair, Robert	95	90*	90	90	95	92.0	(97)	88	83 @
Smith, Jon	90	90	90	90	97	91.4	(117)	92	98
Stevenson, Richard	97	90*	97	95	93	94.4	(100)	96	85
	95.9	92.2	94.4	92.9	95.8	94.3**	(111)	94.0+	91.1+ +

* Average of grades for recording and rerecording

** Counted for about 1/4 of daily average

+ Counted for about 1/8 of daily average

+ + Counted for about 3/10 of final exam grade

@ Must record or rerecord/must take or retake Test at beginning of Term II

Section VI

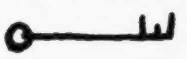
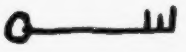
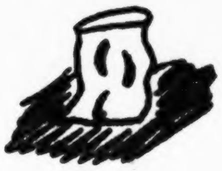
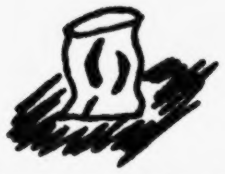
Pages one through five of this discrimination training material were used during Step Two; the rest was taken up again later in the course, after the introductory workbook had been covered, and this later work was tested on the final examination.

In order to use this discrimination training material, it was necessary for the student first to cover pages i through v of the material on phonetic transcription, which is described in Section IV of this report.

**	[у-да́-р̲Iн-ны-йᴵ] Уда́ре̨нные śtressed		[б̲I-зу-да́р-ны-йᴵ] Безуда́рные unstŕessed	1
**	[-а̨́-]	[а́]	[а-]	2
2	[п̲а̨́ть]	[два́]	[а-д̲и́н]	
	5	2	1	
	five	two	one	
**	[э̨́-]	[э́]	---	3
3	[ш̲э̨́с̲ть/с̲э́мь]	[э́-т∂]	---	
	6 7		---	
	six seven	this	---	
**	---	[и́]	[и]	4
4	---	[тр̲и́]	[д̲в̲э̨́сь-т̲и]	
	---	3	200	
	---	three	two-hundred	
**	---	[-ы́]	[-ы]	5
5	---	[чI-ты́-р̲ᴵ]	[во́л-ны]	
	---	4		
	---	four	waves	
**	[-о̨́-]	[о́]	---	6
6	[I-д̲о̨́-т̲ᴵ]	[во́-с̲ᴵмь/сто́]	---	
		8 100	---	
	(you)are-going	eight one-hundred	---	
**	[у̨́]	[у́]	[у]	7
7	[кл̲у̨́ч]	[ну́ль]	[су-ма́]	
		0		
	key	zero	bag	
**	---	---	[-∂]	8
8	---	---	[тр̲и́с-т∂]	
	---	---	300	
	---	---	three-hundred	
**	---	---	[I]	9
9	---	---	[д̲э̨́-в̲ᴵть/д̲э̨́-с̲ᴵть]	
	---	---	9 10	
	---	---	nine ten	

The simulated cards presented below are representative of those used in the self-instruction center by students preparing for tests over discrimination in Russian sounds. The cards for Steps One and Two were inserted first in one side of a special divided box, which revealed only the top half. Step one consisted of learning the English equivalents of the Russian words on all of the cards involved in the unit being studied (Unit A covers vowel sounds). Students then proceeded to Step two by inserting the cards in the other side of the box, which revealed only the bottom half. This procedure was repeated for each of the remaining steps. The cards were to be randomized before and after each run. A tape provided the audio counterpart of this material.

The numerals refer to: (I) Basic vowel sound, (II) Stressed variant, (III) Unstressed variant.

I.	Steps 1 and 2 Unit A [у́] - [ну́ль] ************************* 0 (zero[noun])	Steps 3 and 4 Unit A [ну́ль] ************************* [у́]	Steps 5 and 6 Unit A 0 [што́?] ************************* [у́]
II.	Steps 1 and 2 Unit A [-у́-] - [клу́ч] *************************  (key[noun])	Steps 3 and 4 Unit A [клу́ч] ************************* [-у́-]	Steps 5 and 6 Unit A  [што́?] ************************* [-у́-]
III.	Steps 1 and 2 Unit A [у] - [сума́] *************************  (bag)	Steps 3 and 4 Unit A [сума́] ************************* [у]	Steps 5 and 6 Unit A  [што́?] ************************* [у]

$\frac{143}{139}$ = 100 %

O.K.

$\frac{30}{30}$ = 100 %

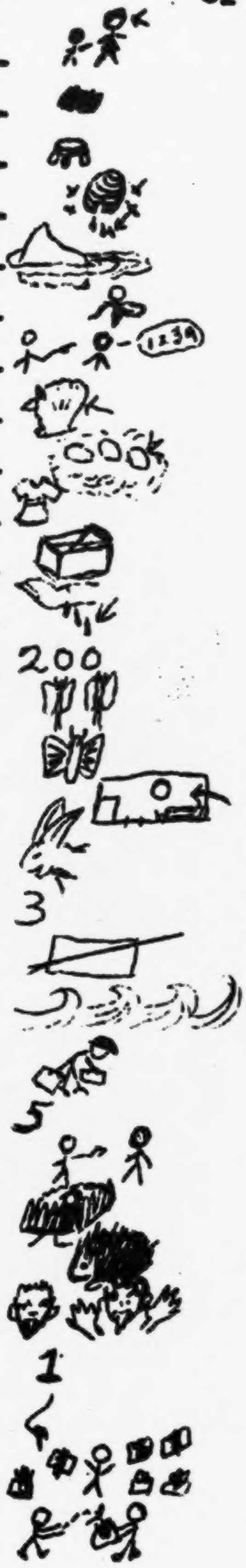
ЭКЗА́МЕН 1-А

Ка́к ва́с зову́т? Жури Русселлевна

число́: Dec. 4 2:45 p.m.

Directions: In the blanks to the left of column A, write the numbers of the corresponding words in column B.

A. 26
5
12
13
4
29
18
10
28
6
9
32
25
3
15
19
24
11
23
22
31
1
27
8
16
14
21
2
20
30



B. ~~1~~. [па́ть]
~~2~~. [но́с]
3. [о́с]
~~4~~. [а́йзь-бIрк]
~~5~~. [чо́р-ный]
~~6~~. [пла́ть-йә]
7. [да́нь]
8. [фо́рт]
~~9~~. [йа́шь-чик]
~~10~~. [па́сть]
~~11~~. [три́]
~~12~~. [ска-мэ́й-кә]
~~13~~. [мо́т]
~~14~~. [ба́к]
~~15~~. [мо́ль]
~~16~~. [йо́ш]
17. [о́сь]
~~18~~. [шчи-та́й]
~~19~~. [ф ка-йу́-тI]
~~20~~. [мо́т]
~~21~~. [а-ди́н]
~~22~~. [во́л-ны]
~~23~~. [ли́-ни-йIй]
~~24~~. [зай-чо́-нәк]
~~25~~. [два́сь-ти]
~~26~~. [ма́ть]
~~27~~. [ва́с]
~~28~~. [йа́й-цә]
~~29~~. [мо́й]
~~30~~. [да́н]
~~31~~. [гру́шь-чик]
~~32~~. [кро́фь]
33. [ба́к]

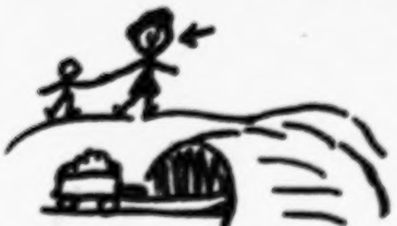
1-6

$\frac{39}{40}$ = 97 %

ЭКЗА́МЕН 1-Б

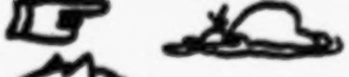
Directions: Record the Russian example words for each of the drawings and numbers below. Identify each item by recording the name of the Russian letter standing before it.

а.



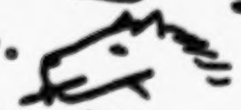
б.

в.



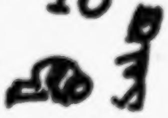
(by-tkat-one)

г.

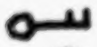


д. 10

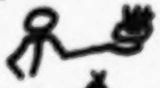
е.



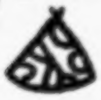
ё.



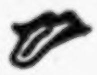
ж.



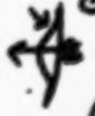
з.



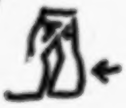
и.



к.

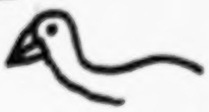


л.

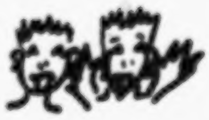


м. 5

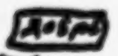
н.



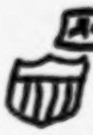
о.



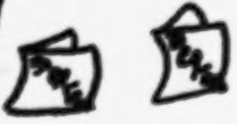
п.



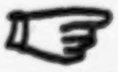
р.



с.

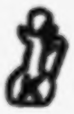


т.

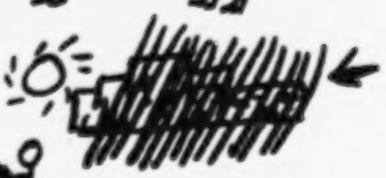


у.

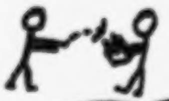
ф.



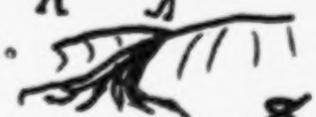
х.



ц.

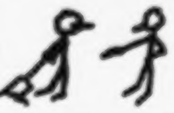


ч.

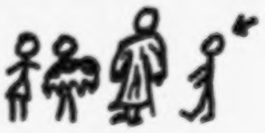


ш. – – – – – – 8

щ.

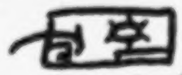


ы. – – – –



э. 4

ю.



я.

Script from Final Exam Tape

This is examination II-A

What is your name, the date?

Part I.

Write the phonetic symbol or symbols for the sound or sounds exemplified by each Russian word you hear. Place them in the blank in the column with the appropriate heading. For example if the first word you heard were «два», you would write the Russian letter [á] with an accent mark on it in brackets in the space under гласный opposite 1. You may stop the tape at any time so that you will have time to write or to think and the entire list will be read a second time for a check. You are not allowed to rewind, however. Now, the test.

21/27 (+ 1 bonus) Coop

ЭКЗА́МЕН 2-А O.K.

Ка́к ва́с зову́т? Джули Русселевна

Число́: Dec. 4 4:00p.m.

Part I. (Ask for the Tape)
Directions: write the phonetic symbol(s) for the sound(s) exemplified by each Russian word you hear. Place them in the blank in the column with the appropriate heading.

	ГЛА́СНЫЙ	ДИФТО́НГ	ТРИФТО́НГ
1.		[ŭǫ́]	
2.	[ə]		
3.	[ǫ́]		
4.		[ŭų]	
5.	[u]		
6.		[ųŭ]	
7.	[ų́]		
8.	)	[ŭə]	
9.			[ŭǫ́ŭ]
10.		[Iŭ]	
11.		[ə̨́ŭ]	
12.		[ŭэ́]	

Part II.
Directions: In the blank in the column with the appropriate heading, place a check for the sound exemplified by each Russian example word. For extra credit you may write the phonetic symbol(s) instead.

	ТВЁРДЫЙ	МЯ́ГКИЙ
1.	[-п]	
2.	[-л]	
3.	[б-]	
4.	[п-] [н-]	
5.		[-л̡]
6.	[к-]	
7.		[х-]

3.	[ɓ-]	
4.	[ŋ-] [H-]	
5.		[-ɳ]
6.	[K-]	
7.		[χ-]
8.	[ɡ-]	
9.		[β-]
10.		[ɰ-]
11.	[χ-]	
12.		[ɪ-]
13.		[ɰ-]
14.	[-T]	
15.		[ʒ-]

2-6 $\frac{17}{18} = 94\%$

ЭКЗА́МЕН 2-Б

Directions: Record the Russian example word(s) for the sound(s) transcribed below. Identify each item by recording the name of the Russian letter standing before it.

а. [-у́й]
б. [йе́й]
в. [и́]
г. [йа́]
д. [йо́]
е. [-ой]
ё. [у́]
ж. [и]
з. [а́й]
и. [о́]
к. [йу́]
л. [у́]

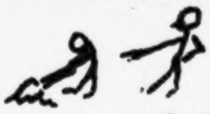
O.K. $\frac{12}{12}$=100%

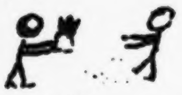
Экза́мен 3-А

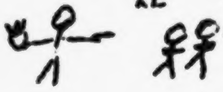
Ка́к ва́с зову́т? Джерри Русселлевна

Число́: Dec.4 4:30p.m.

Directions: Write the phonetic symbol(s) for the sound(s) exemplified by the Russian words represented by the drawings/numbers found after each of the blanks below.

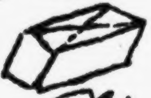
[əй̆] 

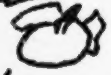
[й̆о́] 

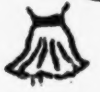
[й̆и́] 

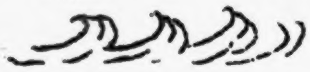
[и́] 3

[ə] 300

[й̆а́] 

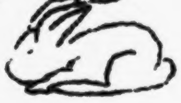
[й̆а́] 

[й̆у́] 

[ы] 

[у́]

[у́й̆]

[ай̆] 

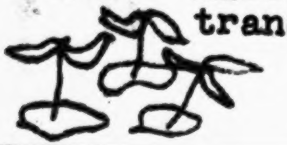
11/12 = 92%

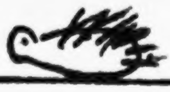
ЭКЗА́МЕН 3-Б

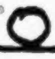
Ка́к ва́с зову́т? Джули Русселлевна

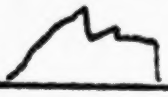
Число́: Dec. 4 4:35 p.m.

Directions: Draw the picture or write the number(s) representing the Russian example word(s) exemplifying the phonetic symbol(s) transcribed after each of the blanks below.

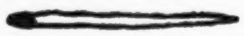

____________ [-йи]

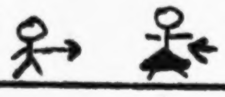

____________ [йо́]

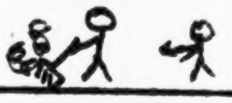

____________ [у́]


____________ [а́й]

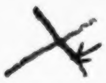
____________ [а-]

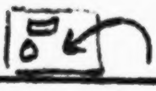

____________ [-йй]

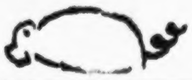

____________ [йə̬́й]


____________ [-əй]

____________ [-ый]


____________ [-йIй]


X ____________ [-йо̬́-]


____________ [-йо̬́й-]

Formal Pronunciation

(Grades in %)	Progress Tests over Discrim. Training			Final exam over Discrimination Training						
	Vowels (A/W)	Diphthongs (Glide Vowel) (A/W)	Ave	1-a v/d/c; T/W	1-b v/d/c; T/L	2-a v/d/c; A/W	2-b v/d; T/L	3-a v/d; T/W	3-b v/d T/W	Final Exam Ave
Allan, Jean	91	96	93.5	93	76@	96	72@	79@	67@	80.5
Bonifer, Patricia	100	99	99.5	93	68@	92	92	83@	62@	81.7
Coulon, Becky	79	92	85.5	100	90	100	94	100	83@	94.5
Cooper, Julia	100	100	100.0	100	97	100	94	100	92	97.2
Dolan, Edwin	100	93	96.5	96	82@	87	94	95	100	92.3
Goldstein, Carol	94	100	97.0	100	95	100	94	100	100	98.2
Hoppe, David	88	78	83.0	96	65@	66@	69@	41@	46@	63.8
Hoppe, Susan	79	96	87.5	--@	--@	--@	--@	--@	--@	--
Lissitz, Maria	88	92	90.0	96	54@	92	92	83@	100	86.2
Lloyd, Brian	94	92	93.0	87	80@	92	78@	66@	75@	79.7
Locker, Michael	85	100	92.5	87	71@	83@	78@	41@	66@	71.0
Morris, Catherine	100	75	87.5	66@	76@	92	81@	66@	54@	72.5
Mueller, Patricia	100	96	98.0	100	98	92	92	100	100	97.0
Shair, Robert	83	57	70.0	93	48@	92	86	100	75@	82.3
Smith, Jon	100	92	96.0	96	80@	80@	86	83@	92	86.2
Stevenson, Richard	93	88	90.5	63@	39@	81@	69@	66@	58@	62.5
	92.1	90.4	91.3	91.1	74.6	89.7	84.7	80.2	78.0	83.0
			1/10 of daily ave.							1/5 of final exam grade

@ Must take/retake Test
at beginning of Term II

A--aural	v--vowels
W--written	d--diphthongs
T--Textual	c--consonants
L--lingual	

Section VII

Reading Materials
in
Interlinear Format

based on a text by

Rebecca Domar

BASIC RUSSIAN

Reading Passages

by Rebecca Domar

Adapted for use in Self-Instruction
by Keith Myers

These materials have been constructed as part of developmental research supported by Grant Number 7-24-0090-026.3 of the New Educational Media Branch of the Office of Education.

** [сту-д̲э́нт (см. « чІ-ла-в̲э́к»)]
студе́нт (см. « челове́к»)
student (m.)

** [сту-д̲э́н-ты (см. «а-ф̲и-цэ́-ры»)]
студе́нты . (см. «офице́ры»)
students (m.pl./m.+ f.)

[пэ́р-вый у-ро́к]
ПЕ́РВЫЙ УРО́К
first lesson

** [йа́ чи-та́-йу па-ру́с-ски]
Я́ ЧИТА́Ю ПО-РУ́ССКИ
I read (in) Russian

** [йа́ лэ́к-тәр.] [вы́ сту-дэ́нт.]
Я́ ле́ктор. Вы́ студе́нт.
I lecturer (m.) you student (m.)
«am a» «are a»

** [гәс-па-ди́н пи́-тırс ——— сту-дэ́нт.] [вы́ сту-дэ́нт-кә.]
Господи́н Пи́терс ——— студе́нт. Вы́ студе́нтка.
Mr. Peters student you student (f.)
«is a» «are a»

** [гәс-па-жа́ сми́т ——— сту-дэ́нт-кә.]
Госпожа́ Сми́т ——— студе́нтка.
Miss/Mrs. Smith student
«is a»

** [лэ́к-тәр] [кто́ вы́?]
Ле́ктор: Кто́ вы́?
lecturer [who] you
what « are»

** [сту-дэ́нт] [йа́ сту-дэ́нт.]
Студе́нт: Я́ студе́нт.
student (m.) I student[1]
«am a»

** [лэ́к-тәр] [вы́ гәс-па-ди́н хо́лл?]
Ле́ктор: Вы́ господи́н Хо́лл?
lecturer you Mr. Hall
«are»

** [сту-дэ́нт] [да́, йа́ хо́лл.]
Студе́нт: Да́, я́ Хо́лл.
student (m.) yes I Hall
«am»[1]

•• [л̲э́к-тəр (см. «чĬ-ла-в̲э́к»)]
лéктор (см. «человéк»)
lecturer (м.)

•• [л̲э́к-тə-ры (см. «а-ф̲и-цэ́-ры»)]
лéкторы (см. «офицéры»)
lecturers (m./m. + f.)

•• [сту-д̲э́нт-кə (см. «д̲э́-вуш-кə»)]
студéнтка (см. «дéвушка»)
student (f.)

•• [сту-д̲э́нт-к̲и (см. «д̲э́-вуш-к̲и»)]
студéнтки (см. «дéвушки»)
students (f.)

•• [л̲э́к-т∂р:] [кто́ вы́?]
Ле́ктор: Кто́ вы́?
lecturer^{1} [who] you
what «are»^{0}

•• [сту-д̲э́нт-к∂:] [йа́ сту-д̲э́нт-к∂.]
Студе́нтка: Я́ студе́нтка.
student (f.) I student^{1}
«a»

•• [л̲э́к-т∂р:] [вы́ г∂с-па-жа́ бра́-ун?]
Ле́ктор: Вы́ госпожа́ Бра́ун?
lecturer^{0} you Miss/Mrs. Brown

•• [сту-д̲э́нт-к∂:] [н̲э́т, йа́ с̲т̲и́-в̲Iнс.]
Студе́нтка: Не́т, я́ Сти́венс.
student (f.)^{0} no I Stevens

•• [йа́ чи-та́-йу] [йа́ чи-та́-йу па-ру́с-ск̲и.]
Я́ чита́ю. Я́ чита́ю по-ру́сски.
I read I read (in) Russian

•• [г∂с-па-д̲и́н п̲и́-т̲Iрс то́-жы чи-та́-йIт.] [о́н чи-та́-йIт
Господи́н Пи́терс то́же чита́ет. О́н чита́ет
Mr. Peters also reads he reads

•• п∂-ан-гл̲и́йс-к̲и] [йа́ чи-та́-йу м̲э́дь-л̲Iн-н∂.]
по-англи́йски. Я́ чита́ю ме́дленно.
(in) English I^{1} read slowly

•• [г∂с-па-д̲и́н п̲и́-т̲Iрс чи-та́-йIд бы́с-тр∂] [г∂с-па-жа́
Господи́н Пи́терс чита́ет бы́стро. Госпожа́
Mr.^{1} Peters reads rapidly Miss/Mrs.

** [г∂с-па-ди́н (см. «чɩ-ла-вэ́к»)]
господи́н (см. «челове́к»)
Mr.

** [г∂с-па-да́ (см.«г∂с-па-да́»)]
господа́ (см. «господа́»)
gentlemen

** [чи-та́ть (см. «дэ́-л∂ть»)]
чита́ть (см. «де́лать»)
to-read (I)

** [йа́ (см. «йа́»)]
я́ (см. « я́»)
I

** [ан-гли́йс-к∂й (см. «ру́с-ск∂й»)]
англи́йский (см. «ру́сский»)
English (adj.)

** [бы́с-трый (см. «ста́-рый»)]
бы́стрый (см. «ста́рый»)
rapid

** с̲ми́т то́-жы чи-та́-ЙIд бы́с-трə.] [а-на́
Сми́т то́же чита́ет бы́стро. Она́
Smith also reads rapidly she

** чи-та́-ЙIт пə-ан-гл̲и́йс-к̲и.]
чита́ет по-англи́йски.
reads^{1} (in) English

** [л̲э́ктəр] [гəс-па-д̲и́н джо́нс, вы́ чи-та́-ЙI-т̲I пə-ан-гл̲и́йс-к̲и?]
Лектор: Господи́н Джо́нс, вы́ чита́ете по-англи́йски?
-- Mr.$^{\circ}$ Jones -you- do- -read$^{\circ}$ (in) English

** [джо́нс] [да́, йа́ чита́йу пə-ан-гл̲и́йс-к̲и.]
Джо́нс: Да́, я́ читаю по-англи́йски.
Jones yes I$^{\circ}$ -- (in) English^{1}

** [л̲э́ктəр] [вы́ чита́йIт̲I пə-ан-гл̲и́йс-к̲и м̲э́дь-л̲Iн-нə
Лектор: Вы́ читаете по-англи́йски ме́дленно
-- you -- (in) English$^{\circ}$ slowly

** и́-л̲и бы́с-трə?]
и́ли бы́стро?
or rapidly

** [джо́нс] [йа́ чита́йу пə- англ̲и́йск̲и бы́с-трə.]
Джо́нс: Я читаю по-английски бы́стро.
Jones -- -- (in) -- rapidly^{1}

** [л̲э́ктəр] [па-‿ру́с-ск̲и вы́ то́-жы чита́йIт̲I бы́с-трə?]
Лектор: По - ру́сски вы́ то́же читаете бы́стро?
-- (in^{1}) Russian you^{1} also -- rapidly$^{\circ}$

** [па- / п∂-]
по-
in (+ name of language)

** [вы́ (см. «вы́»)]
вы́ (см. «вы́»)
you (form./pl.)

** [ру́с-ск∂̀й (см. «ру́с-ск∂й»)]
Ру́сский (см. «ру́сский»)
Russian (noun/adj.)

** [джо́нс (см. «чɪ-ла-в̲э́к»)]
Джо́нс (см. «челове́к»)
Jones (m.)

** [джо́н-сы (см. «а-ф̲и-цэ́-ры»)]
Джо́нсы (см. « офицэ́ры»)
Joneses (m.p~~l~~./m + f.)

**	[джóнс]	[н̲э́т,	па-рýс-ск̲и	йá	читáйу	м̲э́дь-л̲Iн-н∂.]
	Джóнс:	Не́т,	по-рýсски	я	читаю	ме́дленно.
	Jones[1]	no	(in°)Russian[1]	--	--	slowly

**	[л̲э́кт∂р]	[кáк	вы́	читáйIт̲I	па-рýс-ск̲и,	х∂-ра-шó
	Лектор:	Кáк	вы́	читаете	по-рýсски,	хорошó
	--	how	you°	--	-- Russian°	well

**	и́-л̲и	плó-х∂?]
	и́ли	плóхо?
	or	poorly

**	[джóнс]	[йá	читáйу	па-рýс-ск̲и	плó-х∂.]
	Джóнс:	Я	читаю	по-русски	плóхо.
	Jones°	--	--	(--) --	poorly

**	[л̲э́кт∂р]	[штó	вы́	д̲э́-л∂-йI-т̲I	каг-дá	йá	читáйу?]
	Лектор:	Чтó	вы	де́лаете,	когдá	я	читаю?
	--	what	--	do - do	when	--	--

**	[джóнс]	[каг-дá	вы́	читáйIт̲I,	йá	слý-ш∂-йу.]
	Джонс:	Когдá	вы	читаете,	я	слýшаю.
	--	when	--	--	--	listen

**	[л̲э́кт∂р]	[штó	д̲э́-л∂-йIд	г∂с-па-жá	с̲м̲и́т?]
	Лектор:	Чтó	де́лает	госпожá	Сми́т?
	--	what	does- -do	-Miss/Mrs.[1]	Smith

**	[джóнс]	[а-нá	тó-жы	слý-ш∂-йIт.]
	Джонс:	Онá	тóже	слýшает.
	--	*she	also[1]	listens

** [дI-ва́-тый уро́к]

ДЕВЯ́ТЫЙ УРОК

ninth --

** [йа́ и-ду́ в‿ба́нк —— йа́ ра-бо́-тд-йу в‿ба́н-кI]
Я ИДУ́ В БА́НК —— Я РАБО́ТАЮ В БА́НКЕ
-- am-walking (in)to bank -- work in bank

** [сI-во́дь-нд йа́ нд-чи-на́-йу ра-бо́-тдь в‿ба́н-кI.]
Сего́дня я начина́ю рабо́тать в ба́нке.
today -- begin [to-work] [in] bank
working at

**[у́т-рдм йа́ и-ду́ в‿ба́нк.]
У́тром я иду́ в ба́нк.
[in-the-morning] -- am-walking (in)to bank[1]
this morning

** [во́т и-до́т мд-ла-до́й чIлаве́к.] [во́т и-до́д
Вот идёт молодо́й человек. Вот идёт
-- [is-going(∧)] young man -- [is-going(∧)]
comes comes

**да́-мд, а-‿во́н та́м и-до́т ста-ри́к.] [фсэ́
да́ма, а во́н там идёт стари́к. Все
(married)lady -- there[1] (--) [is-going(∧)] old-man -all-
goes

**и-ду́д бы́стрд.]
иду́т бы́стро.
are- -walking --

** [йа́ ви́-жу дэ́-вуш-ку.] [йа́ зна́йу йI-йо́.] [йа́ зна́йу
Я ви́жу де́вушку. Я знаю её. Я знаю,
-- see girl -- -- her -- --

**гдэ́ а-на́ слу́-жыт и-‿ку-да́ а-на́ тIпэ́рь и-до́т.] [э́тд
где она́ слу́жит и куда́ она́ теперь идёт. Эта
-- she works -- (to-)where she -- is-going(∧) --

** [а-н̲и́ (см. «а-н̲и́»)]
они́ (см. « они́ »)
they

** дэ́-вуш-кə слу́-жыт на-‿по́ч-тI и‿тIпэ́рь и-до́т
девушка слу́жит на по́чте и теперь идёт
girl works [on]post-office -- -- [is-going(^)]
at is on her way

** на-‿по́ч-ту.] [йа́ смат-ру́ нə-‿нI-йо́.] [а-на́ и-до́д
на по́чту. Я смотрю́ на неё. Она́ идёт
(on)to post-office -- am-looking [onto] her she is-walking
at

** быстрə и-‿нI-‿с-мо́т-рит нə-‿мIна́.]
быстро и не смо́трит на меня.
-- -- -- is-looking [onto] --
at

** [йа́ ви-жу трам-ва́й.] [ф‿трам-ва́-йI си-ди́т
Я вижу трамва́й. В трамва́е сиди́т
-- see streetcar in streetcar -is-sitting

** ста-ри́к.] [о́н йэ́-дIт нə-‿ра-бо́-ту.] [о́н йэ́-дIт
стари́к. Он е́дет на рабо́ту. Он е́дет
old-man- -- is-riding (on)to work -- is-going(⊙)

** ф‿кан-то́-ру.] [о́н у-жэ́ дав-но́ слу́-жыт ф‿кан-то́-рI.]
в конто́ру. Он уже́ давно́ слу́жит в конто́ре.
(in)to office -- [already[1] a-long-time works] [in] office
has been working for a long time now at

** [ф‿трам-ва́-йI си-дя́т студэ́нт и‿студэ́нткə.] [а-ни́ йэ́-дут
В трамва́е сидя́т студент и студентка. Они́ е́дут
-in streetcar are-sitting- -- -- -- they° are-riding

** в‿у-ни-вIр-си-тэ́т.] [ани́ йэ́-дут на-‿лэ́кцыйу.]
в университе́т. Они е́дут на ле́кцию.
(in)to university -- are-going(⊙) (on)to --

** [йа́ ви́-жу си́-ний аф-тə-ма-би́ль.] [в‿аф-тə-ма-би́-лI
Я вижу си́ний автомоби́ль. В автомоби́ле
-- see blue[1] [automobile] in [automobile]
car car

** [а-на́ (см. «а-на́»)]
она́ (см. «она́»)
she

** [ба́нк (см. «вап-ро́с»)]
ба́нк (см. «вопро́с»)
bank

** [ба́н-ки (см. «кри́-ки»)]
ба́нки (см. «кри́ки»)
banks

** [пи-са́ть (см. «пи-са́ть»)]
писа́ть (см. «писа́ть»)
to-write (I)

** [ра-бо́-тдть (см. «дэ́-лдть»)]
рабо́тать (см. «де́лать»)
to-work (I)

** [пла-хо́й (см. «ка-ко́й»)]
плохо́й (см. «како́й»)
poor

** си-ди́т мə-ла-да́-йə да́-мə.] [йа́ зна́йу гдэ́ а-на́ жы-во́т:
сиди́т молода́я да́ма. Я знаю, где она́ живёт:
-is-sitting young lady- -- -- -- she^{1} lives

** а-на́ жы-во́д в‿до́-мI гдэ́ йа́ жы-ву́.] [но́ йа́ нI‿зна́йу
она́ живёт в до́ме, где я живу́. Но я не знаю,
she$^{\circ}$ lives in house -- -- live -- -- -- --
«apartment»

** ку-да́ ана́ йэ́-дIт: в‿мə-га-зи́н, ф‿тI-а́тр,
куда́ она е́дет : в магази́н, в теа́тр,
(to-)where -- is-going (⊙) (in)to store (in)to theater

** ф‿кан-то́-ру, ф‿шко́-лу и́ли ту-да́ ку-да́ йа́ и-ду́ ——
в конто́ру, в шко́лу или туда́, куда́ я иду́ ——
(in)to office (in)to school -- (to-there)(to-)where -- am-going(^)

** в‿ба́нк.]
в ба́нк.
(in)to^{1} bank$^{\circ}$

** [йа́ си-жу́ в‿ба́н-кI и‿ра-бо́-тə-йу.] [нə‿с-та-лэ́
Я сижу́ в ба́нке и рабо́таю. На столе́
-- am-sitting in bank -- (am-)working -on table

** лI-жа́д бу-ма́-гə, пIро́, кəранда́ш.] [йа́ пи-шу́.] [йа́
лежа́т бума́га, перо, карандаш. Я пишу́. Я
are(-lying-) paper -- -- -- am-writing$^{\circ}$ --
«and»

** нI‿у-мэ́-йу ра-бо́-тəть.] [йа́ ра-бо́-тə-йу мэ́дьлIннə
не уме́ю рабо́тать. Я рабо́таю медленно
-- do-know-how (to-)work^{1} -- work$^{\circ}$ --
«well»

** и‿п-ло́-хə.] [мать-вэ́й и‿сь-тI-па́н рабо́тəйуд быстрə и‿хəрашо́]
и пло́хо. Матве́й и Степа́н работают быстро и хорошо.
-- poorly$^{\circ}$ Matthew -- Stephen -- -- -- --

** [у-жэ́]
уже́
already

** [в/ф, вд/ва (+вн.)]
в , во (+вн.)
into / to (→)

** [в/ф, вд/ва (+пр.)]
в , во (+пр.)
in (□)

** [ить-ти́ (см. «жда́ть»)]
идти́ (см. «жда́ть»)
to go/ be going (∧) (D)

** [ани́ у-жэ́ дав-но́ слу́-жəт в‿ба́нкI и-‿у-мэ́-йут
Они уже́ давно́ слу́жат в банке и уме́ют
-- [already^{o} a-long-time work] [in^{1}] -- -- know-how
have been working for a long time now at
** рабо́тəть.]
работать.
--

** [йа́ смат-ру́ в‿акно́ и-‿ви́-жу дэ́-вуш-ку ’
Я смотрю́ в окно и ви́жу де́вушку,
-- look [into^{o}] -- -- see girl
through
** ка-то́-рə-йə слу́-жит на-‿по́ч-тI.] [ана́ и-до́т сI-да́,
кото́рая слу́жит на по́чте. Она идёт сюда́,
who works [on] post-office -- [is-going ( )] (to-)here
at is coming
** в‿ба́нк.]
в банк.
(in)to^{o} --

** [йа́ кан-ча́-йу ра-бо́-ту в‿ба́нкI и-‿и-ду́
Я конча́ю рабо́ту в банке и иду́
-- finish work [in^{o}] -- -- go (^)
«шу»^{1} at
** иг-ра́ть ф‿фуд-бо́л.] [па-то́м йа́ и-ду́ да-мо́й.] [до́-мə
игра́ть в футбо́л. Пото́м я иду́ домо́й. До́ма
to-play (at) soccer then -- go^{1} (to-)home at-home

** йа́ рас-ска́-зы-вə-йу а-‿ра-бо́-тI в‿ба́нкI.] [вэ́-чI-рəм йа́
я расска́зываю о рабо́те в банке. Ве́чером я
-- tell -- work^{1} [--] -- [in-the-evening] --
«шу»^{o} at that evening
** и-ду́ ф‿тI-а́тр нə-‿кан-цэ́рт.] [йа́ иг-ра́-йу нə-‿ги-та́-рI.]
иду́ в теа́тр на конце́рт. Я игра́ю на гита́ре.
go^{o} -- theater (on)to concert -- play (on) guitar

** [слу́-ш∂ть (см. «д̲э́-л∂ть»)]
слу́шать (см. «де́ла~~ть»~~)
to listen (to) (I)

** [то́-жы]
то́же
too

** [йá óчɪнь лю-лý мý-зы-ку.]
Я очень люблю́ мýзыку.
-- -- am-fond-of music

** [йá си-жý ф‿тɪ-áт-рɪ и‿с-лý-шә-йу мý-зы-ку.]
Я сижý в теáтре и слýшаю мýзыку.
-- sit -- theater^1 -- listen-to^o music

** [фпɪ-рɪ-ди́ си-ди́д дэ́-вуш-кә ка-тó-рә-йә слý-жыт
Впереди́ сиди́т дéвушка, котóрая слýжит
in-front sits girl^1 who^1 works
«of me»

** на‿пóч-тɪ.] [анá тóжы нә‿кан-цэ́р-тɪ!] [в‿ант-рáк-тɪ мы́
на пóчте. Она тоже на концéрте! В антрáкте мы
[on] post-office^1 -- -too^o [on] concert- [--] intermission --
at at during

** кýрим и‿гәвари́м а‿кан-цэ́р-тɪ, а‿мý-зы-кɪ.]
курим и говорим о концéрте, о мýзыке.
-- -- -- -- concert -- music^1
«and»

#1 (oral + written) = 100

Conv. 92

Кэрол Голдштейн

391/400

Russian Exam

Dictation

98 1/2

1st 1. Когда профессор Стивенс читает лекцию, студенты Александр, Виктор, и Григорий не слушают, думают о литературе. When professor Stevens gives a lecture, students Alexander, Victor, and Gregory do not listen, (but) think about literature.

1st 2. Госпожа Питерс очень хорошая студентка, но она плохо пиш$\overset{е}{\text{и}}$т по-русски. Miss (Mrs.) Peters is a very good student, but she writes Russian (in Russian) poorly.

1/2

writes Russian (in Russian) poorly.

1st 3. Нужно говорить медленно, а этот лектор всегда говорит быстро. It is necessary to speak slowly, but this lecturer always speaks rapidly.

1st 4. Что вы читаете дома — новые советские романы, журналы, и газеты? What do you read at home — new Soviet novels, magazines, and newspapers? —1/2

1st 5. Господин Джонс теперь идёт в банк — он там работает. Mr. Jones is now going to the bank — he works there.

6. Вот английский словарь, а вот книга "Война и Мир". Here is an English dictionary, and this is the book "War and Peace".

7. Ну, что они говорят — да или нет?
Well, what do they say — yes or no?

8. Добрый день, Пётр. Это мой брат Иван. Вы уже знаете его? Мы тоже идём на урок русского языка. Good afternoon, Peter. This is my brother John. Do you already know him? We are also going to the Russian lesson.

-½

я
9. Спасибо, но здесь не курем. (с[illegible]
Thanks, but no smoking here.

10. Моя фамилия Смит, но как моё имя-отчество?
My last name is Smith, but what is my first name and patronymic?

Final Exam (1/10 of Final Exam Grade)
over Domar Reading Passages
(Dictation plus Translation to English)

Name	Grades in Per Cent
Allan, Jean	95
Bonifer, Patricia	74 @
Conlon, Becky	82 @
Cooper, Julia	96
Dolan, Edwin	97
Goldstein, Carol	99
Hopps, David	65 @
Hopps, Susan	44 @
Lissitz, Maria	54 @
Lloyd, Brian	64 @
Locker, Michael	47 @
Morris, Catherine	77 @
Mueller, Patricia	83 @
Shair, Robert	90
Smith, Jon	77 @
Stevenson, Richard	43 @
	72.2

@ Will have to retest as described previously

Daily Average	3/4
Final Exam	1/4

Final Grades for Term I

(Final grade includes performance percentages, penalties for late work, etc.)

Allan, Jean	A-
Bonifer, Patricia	A
Conlon, Becky	A
Cooper, Julia	A
Dolan, Edwin	A
Goldstein, Carol	A
Hopps, David	C +
Hopps, Susan	F*
Lissitz, Maria	A-
Lloyd, Brian	B
Locker, Michael	D
Morris, Catherine	A-
Mueller, Patricia	A
Shair, Robert	B
Smith, Jon	B +
Stevenson, Richard	B

* Did not submit conversation tapes or take exam over conversations 1-6, nor did she take discrimination part of final exam.